

Focus on the Structure of Higher Education in Europe

2003/04

National Trends in the Bologna Process





Focus on the Structure of Higher Education in Europe 2003/04

National Trends in the Bologna Process

EURYDICE
The Information Network on Education in Europe

This document is published by the Eurydice European Unit with the financial support of the European Commission (Directorate-General for Education and Culture).

Available in English, French and German.

D/2003/4008/11
ISBN 2-87116-361-8

This document is also available on the Internet (<http://www.eurydice.org>).

Text completed in September 2003.

© Eurydice, 2003

The contents of this publication may be reproduced in part, except for commercial purposes, provided that the extract is preceded by a complete reference to 'Eurydice, the information network on education in Europe', followed by the date of publication of the document.

Requests for permission to reproduce the entire document must be made to the European Unit.

Cover photograph: © Photo: Richard Gardette/Fotostock, Brussels, Belgium

EURYDICE
European Unit
Avenue Louise 240
B-1050 Brussels
Tel. +32 2 600 53 53
Fax +32 2 600 53 63
E-mail: info@eurydice.org
Internet: <http://www.eurydice.org>

Printed in Belgium

PREFACE

What is the current shape of higher education throughout Europe? How far is its recent development conducive to the transparency of higher education and training and the recognition of qualifications, which are the sine qua non for greater ease of mobility and enhanced attractiveness of provision at this level? The Eurydice survey contained in the following pages shows that, as a result of effort invested above all in pursuing the Bologna Process, the foregoing intentions are close to being realised. The two-cycle structure is now established in most countries and almost all fields of study. The introduction of the European credit transfer system – or soon will be – a reality in the majority of countries, as will the Diploma Supplement.

These findings are the outcome of a study conducted by the Eurydice European Unit in the first half of 2003 using information gathered and validated after being processed by the National Units in the Network, in cooperation in most cases with national officials in the network of NARICs (National Academic Recognition and Information Centres). The investigation focuses on the changing structure of higher education in 29 countries taking part in the Socrates programme. The main emphasis has been on a diagrammatic representation of data both to describe the situation in each country and summarise developments throughout Europe as a whole.

The present survey also represents an update of similar information published by Eurydice in 1999 with the title *Organization of Higher Education Structures in Europe*. Those interested should consult the earlier publication for any chronological comparison.

Through publishing this survey, the Eurydice Network is also seeking to contribute to discussion and further investigation stemming from implementation of the Bologna Process, by providing all those working to establish a 'European Higher Education Area' by 2010 with clear and readily comparable basic information.

Patricia Wastiau-Schlüter
Head of the Eurydice European Unit
September 2003

CONTENTS

Preface	3	
Contents	5	
Introduction	7	
From the Sorbonne Declaration to the Berlin conference – a dynamic process	9	
Comparative overview	10	
Guide to reading the diagrams	14	
Diagrams and national descriptions		
Belgium – French Community	16	United Kingdom – England, Wales and Northern Ireland
Belgium – German-speaking Community	18	United Kingdom – Scotland
Belgium - Flemish Community	20	Iceland
Denmark	22	Norway
Germany	24	Bulgaria
Greece	26	Czech Republic
Spain	28	Estonia
France	30	Cyprus
Ireland	32	Latvia
Italy	34	Lithuania
Luxembourg	36	Hungary
The Netherlands	38	Malta
Austria	40	Poland
Portugal	42	Romania
Finland	44	Slovenia
Sweden	46	Slovakia
		Glossary
		Country codes
		Classification used
		Terminology and other definitions
		National abbreviations with terms in their language of origin
		International abbreviations
		References
		Acknowledgements

INTRODUCTION

In this publication, the **structure of higher education in Europe** is illustrated in a succession of **detailed diagrams**. For each country in turn, they represent the courses and qualifications most commonly offered by universities or other higher education institutions. The names of institutions and intermediate and final qualifications are indicated in their language of origin. The main fields of study, the national, regional or institutional selection procedures adopted at the point of entry and the length of courses are also shown. Furthermore, by using the ISCED 1997 ⁽¹⁾ system of classification (ISCED levels 5A, 5B and 6), the diagrams illustrate clearly whether or not there is a structure based on two main cycles as encouraged in the Bologna Process.

Each country diagram is accompanied by a **brief account** of the **current situation** regarding the reforms or arrangements **associated with the Bologna Process** that have been introduced since 1999. Such measures are primarily concerned with the existence or otherwise of the model based on two main cycles, as well as with the adoption or general implementation of the European Credit Transfer System (ECTS) and the introduction of the Diploma Supplement.

In appropriate cases, there is also reference to other especially significant reforms introduced independently of measures linked to the Bologna Process or as a means of reinforcing it. They include changes in selection procedures or in the status of higher education institutions.

Where no reform has yet been implemented, the date of the most recent reform or the focus of any ongoing national debate is indicated.

The first part of the publication contains a brief review of the **main trends** apparent from a study of these diagrams and their summaries. This **comparative overview** is preceded by a short account of the **background to the Bologna Process**. A **glossary** of codes and national abbreviations, as well as definitions of frequently used terms, are also included.

⁽¹⁾ See the definition in the glossary at the end of the publication.

FROM THE SORBONNE DECLARATION TO THE BERLIN CONFERENCE – A DYNAMIC PROCESS

The Bologna Process may be regarded both as the product and continuation of a series of European conferences and a certain number of policy decisions aimed at establishing a European Higher Education Area by 2010.

The four main cycles mapping out the Bologna Process so far are those of **Paris-La Sorbonne** (25 May 1998), **Bologna** (19 June 1999), **Prague** (19 May 2001) and **Berlin** (18-19 September 2003) ⁽²⁾.

The premises of the Bologna Process are to be found in the Declaration of Paris-La Sorbonne on *Harmonisation of the Architecture of the European Higher Education System* signed in May 1998 by the education ministers of four States: France, Germany, Italy and the United Kingdom.

The 3 principles underlying Paris-La Sorbonne:

- Facilitating the mobility of students in the European area and their integration into the European labour market, as well as the mobility of teachers;
- Improving the international transparency of courses and the recognition of qualifications by means of gradual convergence towards a common framework of qualifications and cycles of study;
- Encouraging a return to studies or their continuation in the same or another institution, in a school or within arrangements for European mobility.

A year later (in June 1999), the Bologna Declaration on the *European Higher Education Area*, which was largely inspired by the Sorbonne Declaration, was signed. Besides aspects of its content, one of its novel features lay in a broadening of the debate, which now had 29 States signatories (the 15 EU Member States, 3 EFTA countries – Iceland, Norway and Switzerland – and 11 candidate countries) and included institutions such as the European Commission, the Council of Europe and associations of universities, rectors or European students.

The six principles of the Bologna Declaration:

- Facilitating the readability and comparability of qualifications;
- Implementing a system based essentially on two main cycles;
- Establishing a system of credits, such as ECTS;
- Developing arrangements to support the mobility of students, teachers and researchers;
- Promoting European cooperation in quality assurance;
- Promoting the European dimension in higher education (in terms of curricular development and inter-institutional cooperation).

In May 2001, a conference was held in Prague, which included the same categories of participant, with now 33 States signatories (the newcomers were Liechtenstein, Cyprus, Croatia and Turkey). The purpose of this conference was to assess the progress already accomplished (particularly on the basis of national reports) and identify the main principles that should drive the Bologna Process in the years ahead.

While the Prague conference confirmed the need to pursue the aims set out in the Bologna Declaration, it nevertheless attached importance to three points in particular.

Three specific points emphasised by the Prague Conference:

- Lifelong learning;
- The involvement of higher education institutions and students as active partners;
- The need to enhance the attractiveness of the European Higher Education Area.

In short, the major issues taken forward by the Bologna Process, on which the States signatories should take action in order to establish the European Higher Education Area are as follows:

- Adoption/general introduction of the model based on two main cycles;
- Adoption/general introduction of ECTS;
- Strengthening arrangements for greater mobility, particularly through introduction of a Diploma Supplement;
- Developing measures designed to support quality evaluation;
- Supporting measures designed to encourage lifelong learning.

⁽²⁾ See references at the end of the publication.

COMPARATIVE OVERVIEW

BACKGROUND TO CHANGES IN THE STRUCTURE OF HIGHER EDUCATION

In certain European countries, the organisation of higher education into **two main cycles** is a longstanding tradition. The common feature of this structure is that it offers a first **final qualification (Bachelor's)** which provides direct access to courses leading to the second qualification (**Master's**). The period of time covered by these cycles and sometimes the names of the qualifications vary from one country to the next and do not always correspond to those in recommendations associated with the Bologna Process.

Higher education has been organised in two cycles in this way for a very long time (at least in some fields of study) in the English-speaking countries (Ireland, the United Kingdom and Malta), Greece, France, Portugal, Iceland and Cyprus. In Denmark and Finland, this structure was introduced in the 1980s and 1990s but until 2002/03 applied to certain fields of study. In Germany, a new graduation system of Bachelor's and Master's degrees has been implemented since 1998 in the universities, the theological colleges, the colleges for education, the colleges for art and music and the universities of applied sciences. In Slovenia, the structure based on two main cycles has existed in the higher education system since the 1960s without being fully comparable to the arrangements envisaged in the Bologna Process as far as the length of courses is concerned. It is planned to adapt this structure to the 3 + 2 model in the years ahead.

Many countries in Eastern Europe (Bulgaria, the Czech Republic, Latvia, Lithuania, Poland and Slovakia) adopted this structure based essentially on two main cycles when their education systems were thoroughly reformed following the fall of communism. Some of them have recently extended or consolidated this form of organisation.

- Point reached in introducing the two-cycle structure
- ◻ Structure introduced only in some courses
- Length of courses not identical to Bologna proposals
- (:) Data not available

Figure 1: Trends in establishment of the basic structure with two main cycles. Higher education, 2003/04

	B fr	B de	B nl	DK	D	EL	E	F	IRL	I	L	A	FIN	NL	P	S	UK
Before Bologna				◻	◻	○		◻	●				◻		◻		●
Adaptation or extension after Bologna				●	●			●					●				
Introduced after Bologna										●		●		●			
Law approved but not yet implemented			●				●										
Adoption or adaptation planned but no law yet passed	●					●									●	●	
No measures		(-)									(-)						

	IS	LI	NO	BG	CY	CZ	EE	HU	LT	LV	MT	PL	RO	SI	SK
Before Bologna	●	(:)	○	●	●	●			◻	◻	●	◻		○	○
Adaptation or extension after Bologna		(:)	●						●	●		●			●
Introduced after Bologna		(:)					●								
Law approved but not yet implemented															
Adoption or adaptation planned but no law yet passed		(:)						●					●	●	
No measures		(:)													

Source: Eurydice.

THE TWO-CYCLE STRUCTURE HAS BEEN ADOPTED IN VIRTUALLY ALL FIELDS OF STUDY

In most countries, the Bachelor's/Master's structure applies to all – or virtually all – fields of study. However, this does not apply to courses in medicine and fields closely associated with it, except in the English-speaking countries, Denmark and Finland (in the next few years) and the Czech Republic (in principle). Courses in this subject area are provided in a single cycle lasting five to six years and lead directly to a Master's level qualification.

THE TWO-CYCLE STRUCTURE IS VERY UNCOMMON IN PROGRAMMES AT ISCED LEVEL 5B

A marked feature of higher education in the majority of countries is that it is divided into **academic programmes of an essentially theoretical nature** (ISCED level 5A), which provide direct access to **doctoral programmes** (ISCED 6), and **vocational programmes with a practical emphasis** (ISCED 5B), which do not.

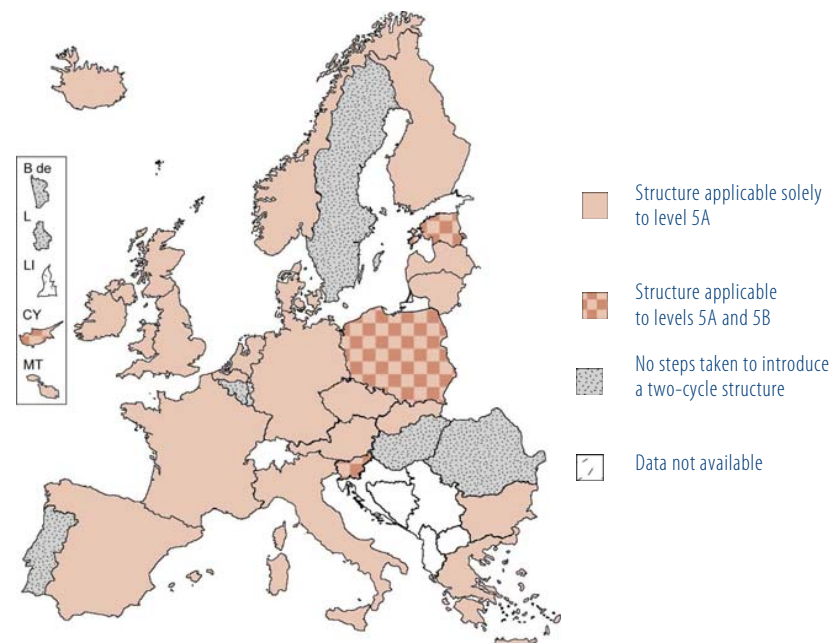
In general, this distinction corresponds to the kind of (university or non-university) institution that provides the education or training entailed and to the level of qualification awarded on the completion of studies. However, this clean-cut 'binary' distinction is becoming increasingly blurred with the increasing tendency of university and non-university institutions to merge to an extent that varies depending on the country concerned. Thus in four countries (Greece, Finland, Norway and Malta), all courses recognised as higher education are at level 5A, even if they are provided by types of institutions other than universities.

In most countries that have introduced a **structure based essentially on two main cycles**, this exists solely at **ISCED level 5A**. The two (Bachelor's/Master's) qualifications are considered to be at ISCED level 5A and offered by university and non-university institutions.

Nevertheless, in a few countries that have introduced this structure, it is present in **both branches, academic and vocational** (corresponding to ISCED levels 5A and 5B, respectively). This distinction is very clear in four countries (Estonia, Cyprus, Poland and Slovenia) where the Bachelor's and/or Master's qualification may be academic (ISCED 5A) or vocationally oriented (ISCED 5B). In Cyprus and Slovenia, students who have obtained the vocational Bachelor's qualification may embark directly on second-cycle courses with a vocational emphasis at Master's level (ISCED 5B). In Estonia and

Poland, even if the first qualification is at ISCED level 5B, the Master's qualifications are always at ISCED level 5A.

Figure 2: Implementation of the two-cycle structure in ISCED 5A and 5B programmes, 2003/04



Source: Eurydice.

Additional notes

Belgium (B de) and Luxembourg: As there is no fully developed system of higher education, no immediate steps will be taken to introduce a two-cycle structure.

Belgium (B nl) and Spain: Legislation has been approved but is not yet operational.

Greece, Finland, Norway and Malta: Only ISCED level 5A exists.

Italy: Law n. 508/99, which is not yet implemented, established that *Accademie di belle arti*, *Accademie nazionali di danza*, *Istituti superiori per le industrie artistiche* and *Conservatori di musica* offering ISCED level 5B courses, should also be organised in a two-cycle structure.

Netherlands: The *voortgezette opleidingen* diploma is not yet part of an accredited Bachelor's/Master's structure and does not lead to any other degree.

Sweden: Proposals have been presented for the implementation of a two-cycle structure at levels 5A and 5B.

THE MASTER'S QUALIFICATION: A CONTRIBUTION TO ADULT EDUCATION IN SOME COUNTRIES

In Norway and Estonia, Master's level programmes have been developed as part of adult education and training. And in Finland, trial polytechnic postgraduate degrees are implemented in line with the goals of adult education. These degrees may be taken by those who have previously obtained a first Bachelor's level qualification and acquired one to three years of professional experience, depending on the country concerned.

THE EUROPEAN CREDIT TRANSFER SYSTEM (ECTS) HAS BEEN – OR IS BEING – INTRODUCED IN THE MAJORITY OF COUNTRIES

Initially launched in 1989/90 as a credit transfer system for boosting student mobility, ECTS has, with the Bologna Declaration, become one of the central elements in the process of making the organisational patterns of higher education throughout Europe more compatible. Its scope has been substantially extended, since it now also concerns 'non-mobile' students, is contributing increasingly to curricular reform, and offers all levels of higher education (including provision for lifelong learning) greater transparency and a more convenient means of comparing courses and qualifications.

ECTS is now operational or in the process of being introduced in the great majority of countries, with the exception of Belgium in its German-speaking Community, Luxembourg and Portugal. In the first case, this is because of the special nature of higher education in Belgium's German-speaking Community in which the system of provision is not fully developed. In Luxembourg, the higher education system is about to undergo a major reform that, once enacted, will involve the introduction of ECTS. Finally, in Portugal, the 2003 Law for the reform of higher education refers to the need to introduce it.

In the majority of countries in which implementation of ECTS has been completed or is progressing, the decision to introduce it has been underpinned by **legislation**, except in Bulgaria, the Czech Republic and Poland.

In countries in which ECTS is being implemented, those that are **introducing it directly** should be distinguished from those that are currently adapting their national credit system.

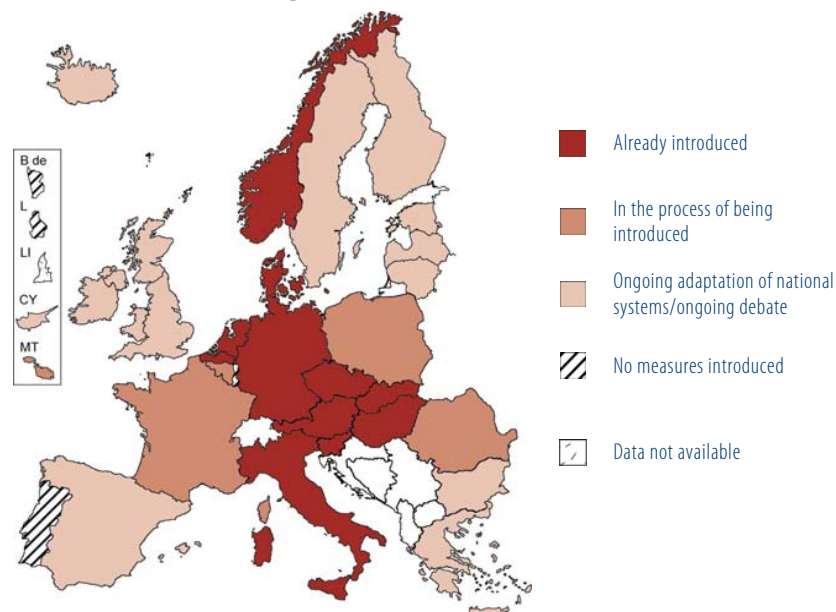
In the case of the first group (the French Community of Belgium, France, Malta, Poland and Romania) in which no national credit system previously existed, the

implementation of ECTS is occurring without any prior reform. Except in Poland, the date at which ECTS first came – or is coming – into effect is specified in the legislation (2002 in France, 2003 in Malta and 2004 in the French Community of Belgium). In Romania, it is recommended that ECTS (which has been partially introduced since 1998) should become fully established in the period between 2002 and 2010.

Some countries in the second group have already begun to adapt their credit systems to ECTS (Ireland, Finland, Iceland, Bulgaria, Cyprus and Latvia). In others, procedures for adapting them are under consideration as in Greece, Spain and the United Kingdom. Finally in Lithuania, it is expected that the national credit system will be only very slightly altered.

It should be noted that in Estonia, the national system and ECTS exist alongside each other. It is expected that the latter should be introduced on a general basis from the 2006/07 academic year.

**Figure 3: Situation regarding the introduction of ECTS.
Higher education, 2003/04**



Source: Eurydice.

USE OF THE DIPLOMA SUPPLEMENT IN ACCORDANCE WITH THE EUROPEAN MODEL IS VERY WIDESPREAD

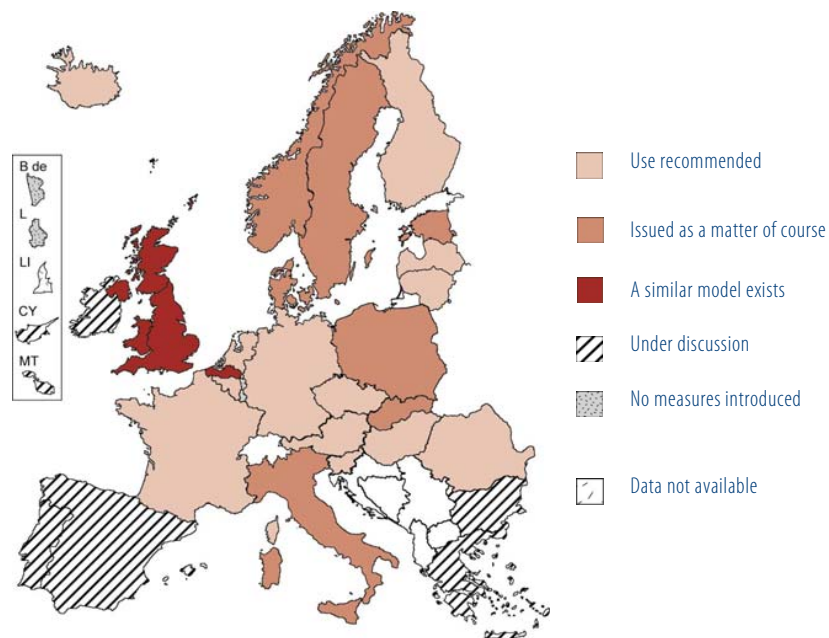
In the majority of countries, recent legislation has introduced the Diploma Supplement as an important aspect of support for mobility and the recognition of qualifications. The Supplement describes in English each of the qualifications obtained. In a few countries, namely Denmark, Italy, Sweden, Norway, Estonia and Poland, as well as in Slovakia (from 2004/05), the Diploma Supplement is mandatory and issued automatically when higher education qualifications are awarded.

While, in other countries, the Diploma Supplement is not compulsory, it is recommended in law or has to be issued simply on the request of students (the French Community of Belgium, Germany, France, the Netherlands, Austria, Finland, Iceland, the Czech Republic, Latvia, Lithuania, Hungary, Romania and Slovenia).

In Belgium (the Flemish Community) and the United Kingdom, a document very similar to the Diploma Supplement is in use.

In Greece, Spain, Ireland, Portugal, Bulgaria, Cyprus and Malta, its possible use is the subject of ongoing debate but no legislation has yet been introduced.

Figure 4: Status of the Diploma Supplement in higher education, 2003/04



Source: Eurydice.

Additional notes

Latvia: The Diploma Supplement is mandatory only in ISCED 5B vocational programmes lasting 2-3 years (so-called 'college programmes').

Poland and Slovakia: The Diploma Supplement is to be automatically issued with effect from 2004/05.

GUIDE TO THE DIAGRAMS

The diagrams illustrate the main possible paths through higher education. Each of these paths should be studied horizontally across the page. Each diagram consists of a number of graphical units that varies depending on the situation in the country concerned.

A different colour shading is used to distinguish between study programmes at ISCED levels 5A, 5B and 6 ⁽³⁾. Within a given ISCED level, fields of study are placed together when they have the following characteristics in common:

- entry to their courses is in accordance with similar procedures (with or without selection),
- they are offered by the same institution(s),
- their courses are of the same duration,
- their courses lead to the same type of qualification (with the same title).

Where the same institution or institutions offer different fields of study whose course characteristics vary in relation to one or more of the above-mentioned criteria, the name of the institution concerned is not repeated for each separate graphical unit.

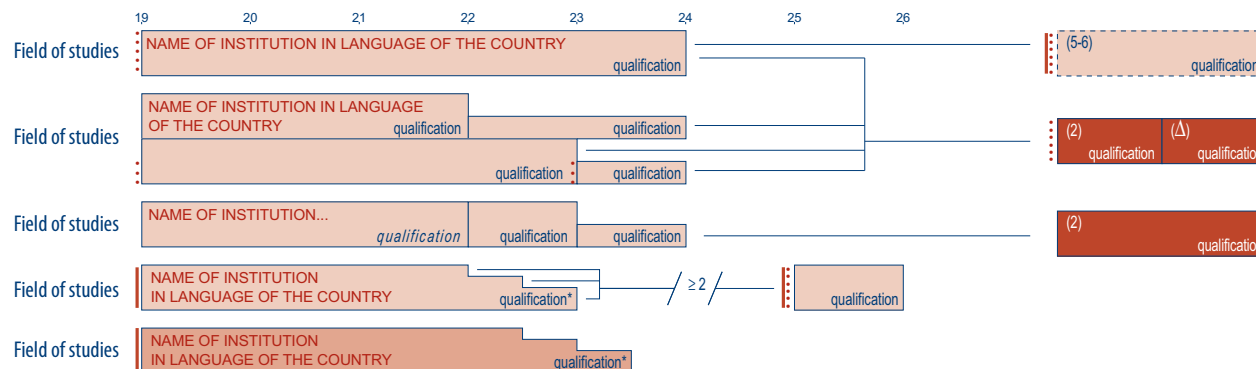
A selection procedure at the point of entry to a programme is shown by either a vertical bold or dotted line depending on whether it is organised by a higher (national or regional) authority or by the institution concerned. Bold and dotted lines are combined wherever both 'higher' and institutional levels are involved.

Where first-cycle (ISCED level 5A or 5B) qualifications obtained on the completion of courses whose characteristics differ (for example in terms of differences in selection procedure and/or duration), provide admission to one or more identical second-cycle (ISCED level 5A or 5B) courses, the latter are duplicated in each graphical unit concerned.

Where it is possible, on completion of the first qualifying programme, to continue with (ISCED 5A or 5B) second-cycle studies or enter the employment market, the second-cycle cell is reduced in height. However, horizontal lines extending from first-cycle or second-cycle ISCED 5A and 5B programme cells indicate that it is also possible to continue with higher studies at ISCED level 5 and/or 6.

⁽³⁾ See the definition of ISCED levels 5A, 5B and 6 in the glossary at the end of the publication.

LEGEND



ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>qualification</i>	Intermediate diploma	–/n/–	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	<i>qualification</i>	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

BELGIUM – FRENCH COMMUNITY

In the French Community of Belgium, the structure of university education is governed by the **decree of 5 September 1994** and the structure of non-university higher education by the **decree of 5 August 1995**.

The **two-cycle structure** is being evaluated in the French Community of Belgium. In university education the structure is moving towards a 3+1 or 3+2 model depending on the discipline concerned. The first cycle will essentially be an intermediate cycle.

In the case of non-university higher education of the long type, the first cycle will last 3 years and be followed by another cycle of one year (two years for commercial engineering, architecture and certain artistic studies).

Non-university higher education of the short type will consist of a single cycle of three (or in some cases four) years, leading directly to a professional qualification.

The reform should be implemented as from the 2004/05 academic year.

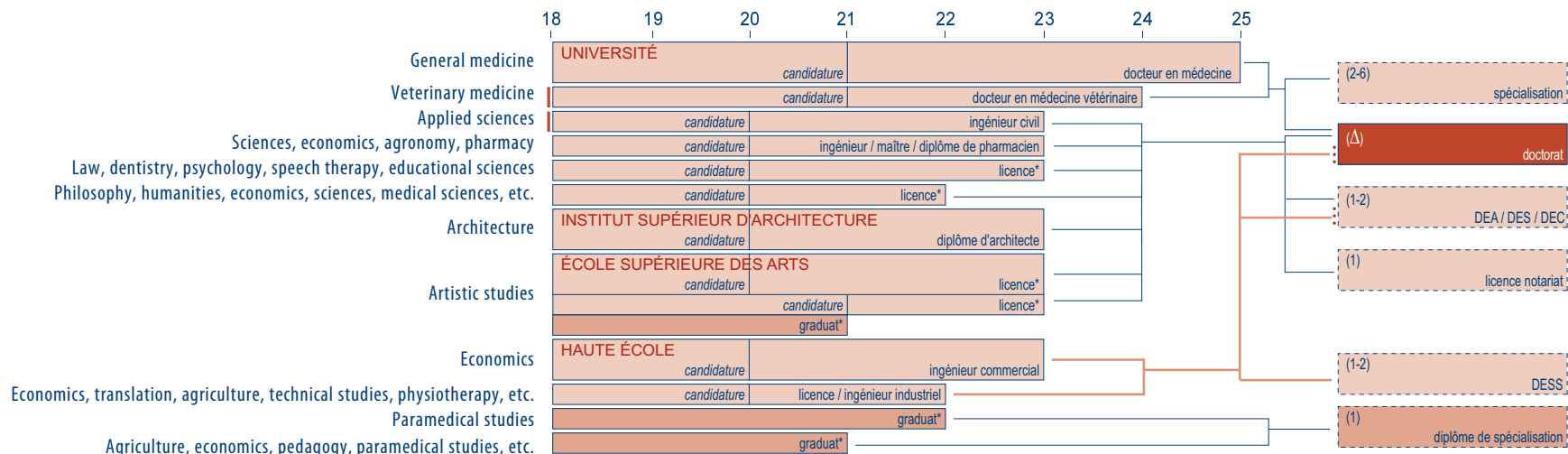
Institutions have begun to express their courses in terms of **ECTS credits**. This reform will be progressively introduced and generally adopted from the 2004/05 academic year at the latest.

In accordance with the model proposed by the European Union, the **Diploma Supplement** will be increasingly awarded on a voluntary basis by universities and non-university higher education institutions. The first Diploma Supplements are likely to be awarded from June 2003 onwards.

An agency for evaluating the quality of higher education provided or grant aided by the French Community, was set up under a decree of 14 November 2002. The Agency, which should start functioning during the 2003/04 academic year, will represent the French Community in national and international bodies for quality assessment in higher education, and particularly the **European Network for Quality Assurance in Higher Education (ENQA)**.

No specific measures to support **lifelong learning** have been introduced as part of the Bologna Process. However, higher education courses in the area of 'social betterment' are provided for people beyond the upper age limit for compulsory education. These courses are organised during the evenings or weekends to meet the needs of people engaged in professional activity. A full debate has also been initiated following the Commission Communication on lifelong learning.

Each University has been free to set additional requirements for admission to doctoral courses. In practice, the *diplôme d'études approfondies* is often the main basic additional requirement.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	<i>–/n/–</i>	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	<i>Qualifying degree</i>	*	Qualification + field of specialisation	(Δ) Variable duration

DEA *Diplôme d'Études Approfondies*DES *Diplôme d'Études Spécialisées*DEC *Diplôme d'Études Complémentaires*DESS *Diplôme d'Études Supérieures Spécialisées*

Under the decree of 8 May 2003, a competitive entrance examination has been introduced for veterinary medicine in the 2003/04, 2004/05 and 2005/06 academic years. The *Haute École* and the *Université* also provide training for the qualification of *agrégé de l'enseignement secondaire supérieur* which is only open to students who have an ISCED level 5A qualification (solely in courses in economics in the case of the *Haute École*), or who are enrolled at this level. The course leading to the *Certificat d'aptitude pédagogique approprié à l'enseignement supérieur* (CAPAES) is also provided by universities or *Hautes Écoles* offering courses in economics. It is open to those with an academic qualification providing for their recruitment to the posts of *maître de formation pratique*, *maître assistant* or *chargé de cours* in a *Haute École*, provided they do not already occupy one of these positions. The *licence en notariat* is open solely to students who have the qualification of *licencié en droit*.

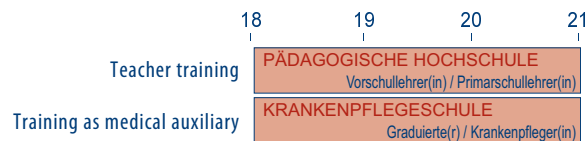
BELGIUM – GERMAN-SPEAKING COMMUNITY

Because the provision of higher education in the German-speaking Community of Belgium is not at all widespread, the great majority of young people who study at this level do so in the French Community of Belgium or in Germany. **No tangible reform associated with the aims of the Bologna Process has therefore been initiated.**

The **most recent** reform concerned with the organisation of higher education dates from **3 July 1984**. It extended the period of study from two to three years in the *Instituts supérieurs pédagogiques* (higher teacher training institutes), introduced new forms of general education and training, and reorganised professional training placements for prospective teachers.

A decree to implement urgently required measures in education was approved by the Council of the German-speaking Community on **30 June 2003**. It seeks to supplement paramedical training in higher education by introducing further one-year training for the qualification of *infirmier gradué spécialisé* (specialist graduate nurse). The decree also proposes a special form of course (*Brückenstudium*) leading to the qualification of *infirmier gradué* (graduate nurse) for those who have the *brevet d'infirmier* (nursing certificate) and at least five years of professional experience.

Although **there is no credit system**, such a system is envisaged in the plans to restructure higher education in the German-speaking Community. The plans mainly involve replacing the two *Pädagogische Hochschulen* (schools for teacher training) by a single *Institut supérieur de pédagogie* at which courses would be provided in accordance with a credit system. The necessary negotiations are under way and the Ministry currently expects the Institute to be established in **September 2004**.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	–/n/–	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

BELGIUM - FLEMISH COMMUNITY

In the Flemish Community, the most recent arrangements linked to the Bologna Process are specified in the **Higher Education Act of 4 April 2003**, which reforms the structure of higher education.

The degree structure based on **two main cycles** (not yet implemented) constitutes the core of the Act, which aims to introduce the new structure (for all degrees) from the **2004/05 academic year**. The transitional period between the previous system and the new one should end in 2010.

The current system (based on a 3+1 or 2 model) will be transformed into a binary system consisting of **professional Bachelor's** qualifications in non-university higher education and **two-tier Bachelor's** and **Master's** degrees in universities, as well as non-university higher education institutions.

The Higher Education Act also plans to establish 'associations' between universities and non-university institutions.

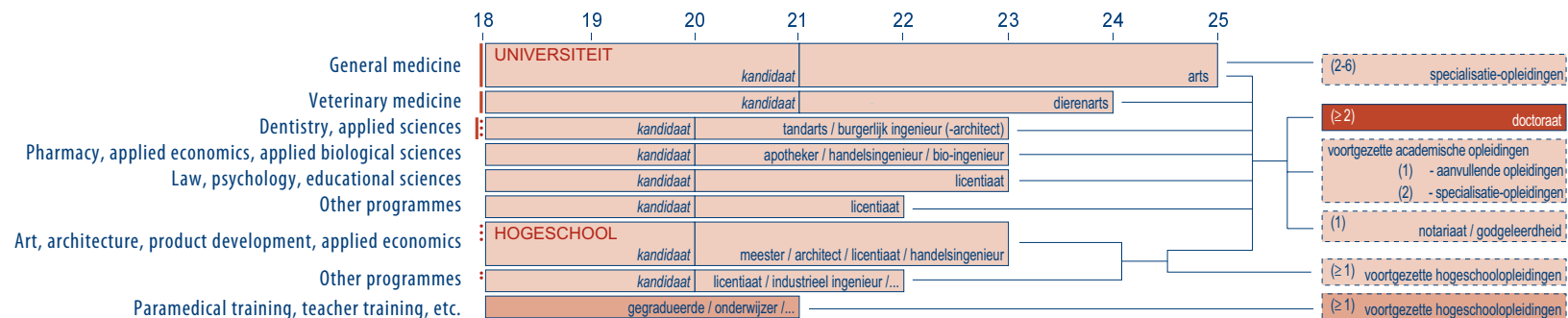
A **Flemish credit system** based entirely on the **ECTS** has been applied to university qualifications since 1991 and to non-university qualifications since 1994. The new Higher Education Act endorses the compatibility of the existing credit system with ECTS.

In association with the development of a federal state in Belgium, a **compulsory Diploma Supplement** has been awarded automatically at university level since 1991 and at non-university level since 1994. The new Higher Education Act endorses the concept of a Flemish Diploma Supplement and the administrative authorities for higher education will start negotiations with higher education institutions to adapt the existing Diploma Supplement to the international one. In this respect, only slight changes will be needed.

As regards **quality assurance**, the Flemish Community is a member of the **European Network for Quality Assurance in Higher Education (ENQA)** through two agencies and a public authority, namely the **Flemish Interuniversity Council** and **Vlaamse Hogescholenraad**, and the higher education department of the Ministry of Education, respectively. Furthermore, the concept of accreditation has been incorporated into the Higher Education Act. For a certain period extending beyond 2010 (in accordance with the timetable), a special accreditation body (called **Nederlands-Vlaams Accreditatie Orgaan** or **NVAO**) has been introduced in close cooperation with the Netherlands since 3 September 2003.

There are no measures relating specifically to **lifelong learning** but a further Higher Education Act on flexible learning paths is currently being drafted.

Aside from arrangements linked to the Bologna Process, procedures for student admission to some university courses are to be made more open. From the 2004/05 academic year onwards, there will be no entry examinations for civil engineering, civil engineering/architecture or nautical sciences.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	-/n/-	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	<i>Qualifying degree</i>	*	Qualification + field of specialisation	(Δ) Variable duration

DENMARK

The most recent arrangements linked to the Bologna Process in Denmark are specified in the draft **Act on Universities** (L 125 of 15 January 2003).

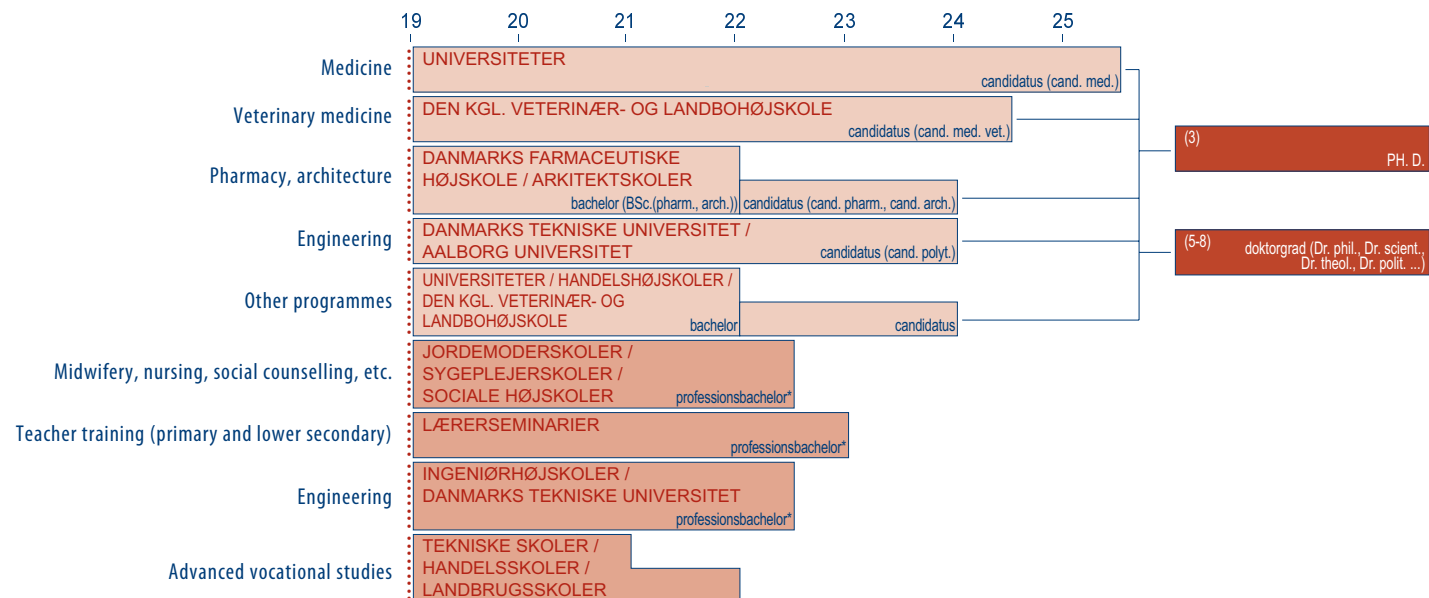
A degree structure based on **two main cycles** was introduced in Denmark at the end of the 1980s. The above legislation has established the 3+2 or 3+3 structure in all disciplines.

Use of the **European Credit Transfer System (ECTS)** became mandatory in all higher education study programmes on 1 September 2001. It is also intended that it should be used for lifelong learning in the more vocationally oriented adult education system.

Use of the **Diploma Supplement** became mandatory on 1 September 2002. All higher education institutions have since been obliged to issue the Supplement in English to all their graduates.

The **Danish Institute of Evaluation (EVA)** is a founding member of the **European Network for Quality Assurance in Higher Education (ENQA)**. It has carried out external evaluation of higher education since 1993.

With the Act on Vocational Basic Education and Further Education for Adults (No. 488 of 31 May 2000), Denmark has established an independent system of higher education in support of **lifelong learning**.



ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	–/n/–	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	<i>Qualifying degree</i>	*	Qualification + field of specialisation	(Δ) Variable duration

BSc	<i>Bachelor of Science</i>	Dr. phil.	<i>Doktor philosophiae</i>
Cand. Arch.	<i>Candidatus architecturae</i>	Dr. polit.	<i>Doctor politicarum</i>
Cand. Med.	<i>Candidatus medicinae</i>	Dr. scient.	<i>Doctor scientiarum</i>
Cand. med. Vet.	<i>Candidatus medicinae veterinariae</i>	Dr. theol.	<i>Doctor theologiae</i>
Cand. Pharm.	<i>Candidatus pharmaciae</i>	Ph.D	<i>Doktor philosophiae/Philosophiae Doktor</i>

GERMANY

In Germany, the structure of higher education is governed by the **Hochschulrahmengesetz (HRG)** of **20 August 1998** (last amended on 8 August 2002).

In order to adapt the higher education system to the degree structure based on **two main cycles**, a new graduation system of Bachelor's and Master's degrees (with a 3+2 or 4+1 framework) has been implemented since 1998 in the universities, the theological colleges (*Theologische Hochschulen*), the colleges for education (*Pädagogische Hochschulen*), the colleges for art and music (*Kunsthochschulen/Musikhochschulen*) and the universities of applied sciences (*Fachhochschulen*). The transition from the old to the new system is to be achieved by 2010.

Introduction of ECTS has been strongly recommended by the Standing Conference of the Ministers of Education and Cultural affairs (KMK) and the *Hochschulrektorenkonferenz* (HRK, or association of universities and other higher education institutions) for many years. In September 2000, the KMK adopted general criteria for the introduction of **credit systems**. The KMK, together with the HRK, established a system for ensuring that grades awarded under German academic assessment procedures could be converted into **ECTS** grades.

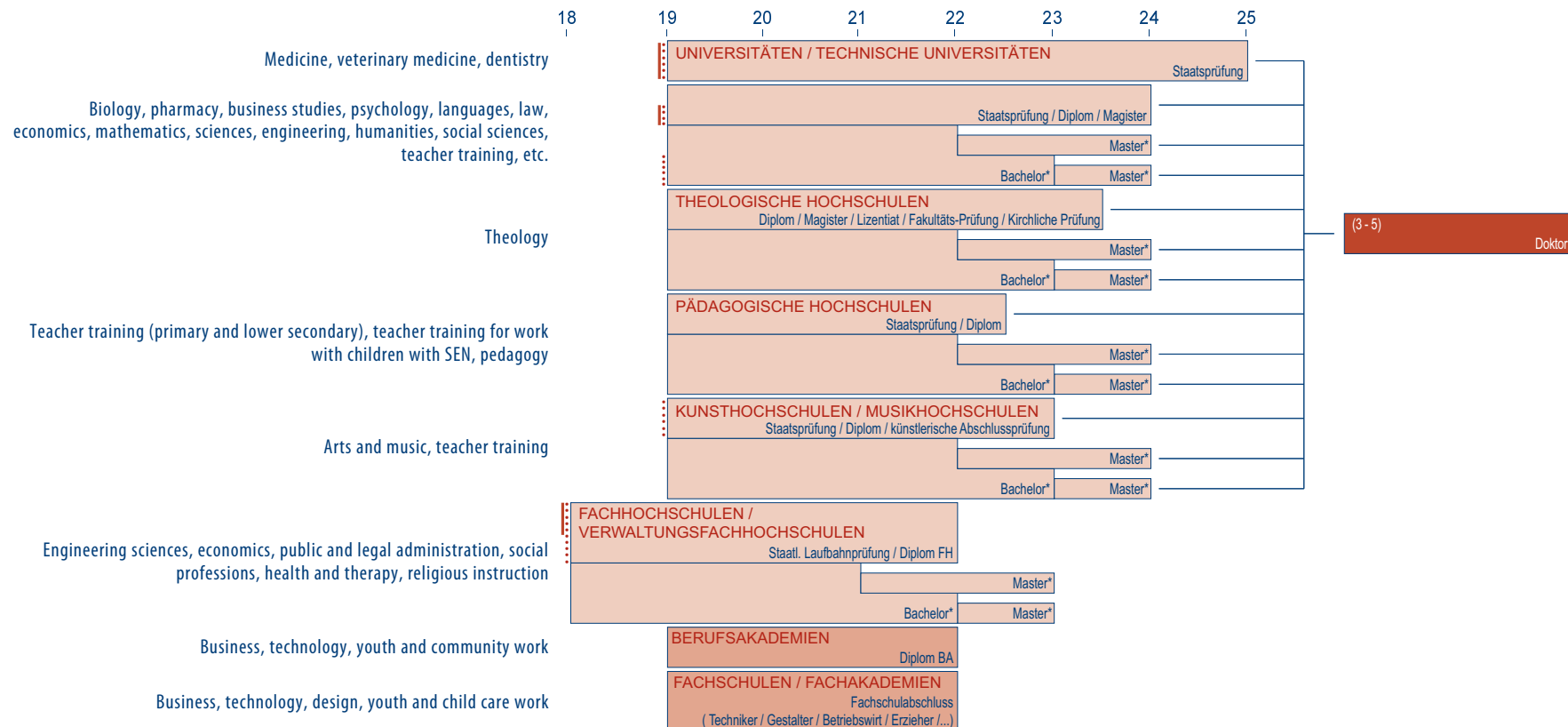
The Diploma Supplement has been recommended by the KMK and HRK since 1999. Moves to introduce it in all programmes got under way in 2000 and are still continuing. To assist institutions in their initial administrative work, the HRK has made available fully compatible Diploma Supplement software known as the **Diploma Supplement Deutschland (DSD)**.

The new graduation system is also supported by specific arrangements such as a Master-plus programme, which makes it easier for foreign students with a first degree to enter the German higher education system, and an integrated double degree study programme. Higher education institutions are entitled to award Bachelor's or Master's degrees independently of any cooperation with foreign institutions of higher education.

As regards **quality assurance**, Germany participates in the **European Network for Quality Assurance in Higher Education (ENQA)**. Moreover, the KMK and HRK have set up an accreditation council (**Akkreditierungsrat**) covering all *Länder* for the accreditation of new Bachelor's and Master's study courses. This council was established to coordinate procedures for appraising the academic content of study courses, to temporarily accredit the agencies commissioned to perform this activity and to check that accreditation was properly carried out.

Measures for **lifelong learning** in higher education are encouraged, as in the fourth recommendation on continuing education adopted in February 2001 by the KMK. Growing importance is attached to new information and communication technology and the cooperation of all groups active in the field of continuing education.

According to the 1998 *Hochschulrahmengesetz*, one of the main responsibilities of higher education institutions, in addition to the provision of research and first degree courses, is to provide continuing education of an academic and creative nature.



Source: Eurydice.

25

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	-/n/-	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

FH Fachhochschule

BA Berufsakademie

No concrete reform of the higher education system related to the objectives of the Bologna Process is yet under way in Greece, with the exception of the structural integration of higher education which now includes both the universities and the technological education institutions (TEIs), in accordance with the law on **'structures of higher education and organisation of the technological sector'** adopted in **2001**. A current **national level debate** is centrally concerned with the extent to which the system should be adapted.

Although the existing **degree structure** is based theoretically on **two main cycles** (consisting of a long first cycle of between 4 and 6 years and a shorter second cycle lasting 1 or 2 years), the vast majority of students complete their studies at the end of the first cycle. The system needs to be adapted but the situation is in deadlock since the government, the universities, and the students are against shortening the first cycle to 3 years. However, a reform planned for parliamentary adoption before the end of 2003 seeks to establish the organisational structure for joint Master's programmes and degrees.

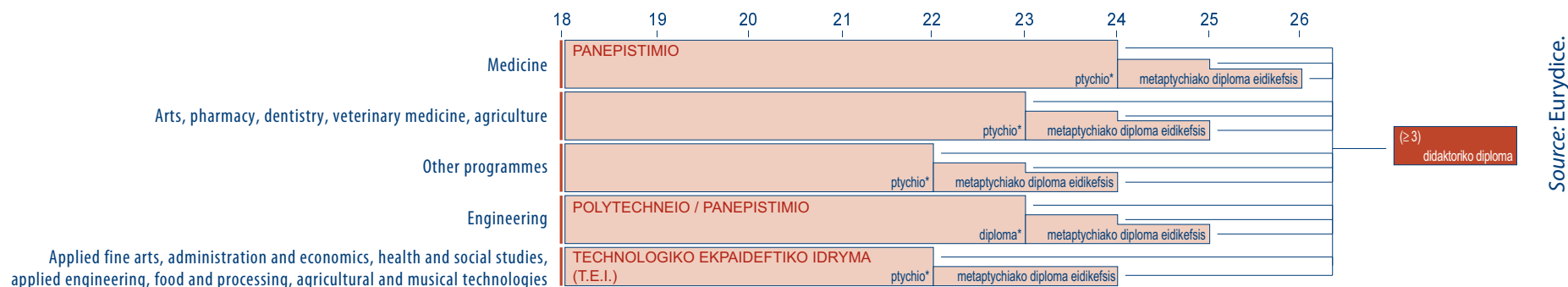
A national credit accumulation system is currently implemented. Although higher education qualifications have not yet been adapted to meet the requirements of the **European Credit Transfer System (ECTS)**, this is under consideration. At present, therefore, ECTS is used only for students in the Socrates (Erasmus) programme.

Like ECTS, the **Diploma Supplement** has not yet been introduced but is currently the subject of national debate.

As regards **quality assurance**, Greece does not participate in the **European Network for Quality Assurance (ENQA)** through the Ministry of Education. However, the establishment of the national system for quality assurance and assessment in higher education is included in the planned legislative reform referred to above.

The same legislative reform also envisages the development of **lifelong learning** procedures in higher education, although no specific measures in this area have yet been implemented.

There have been two recent reforms concerned with the TEIs which, since 2001, have been classified as ISCED level 5A institutions, while a second ISCED 5A (Master of Science) degree was introduced in 2002/03. Finally, the new University of Peloponnese was established in 2002, while a new TEI of the Ionian Islands has recently been approved in law.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	–/n/–	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	<i>Qualifying degree</i>	*	Qualification + field of specialisation	(Δ) Variable duration

TEI Technologiko Ekpaideftiko Idryma

SPAIN

In Spain, the main arrangements linked to the Bologna Process are specified in the **Ley Orgánica de Universidades** and the **Ley Orgánica de las Cualificaciones y de la Formación Profesional** adopted in **December 2001** and **June 2002**, respectively.

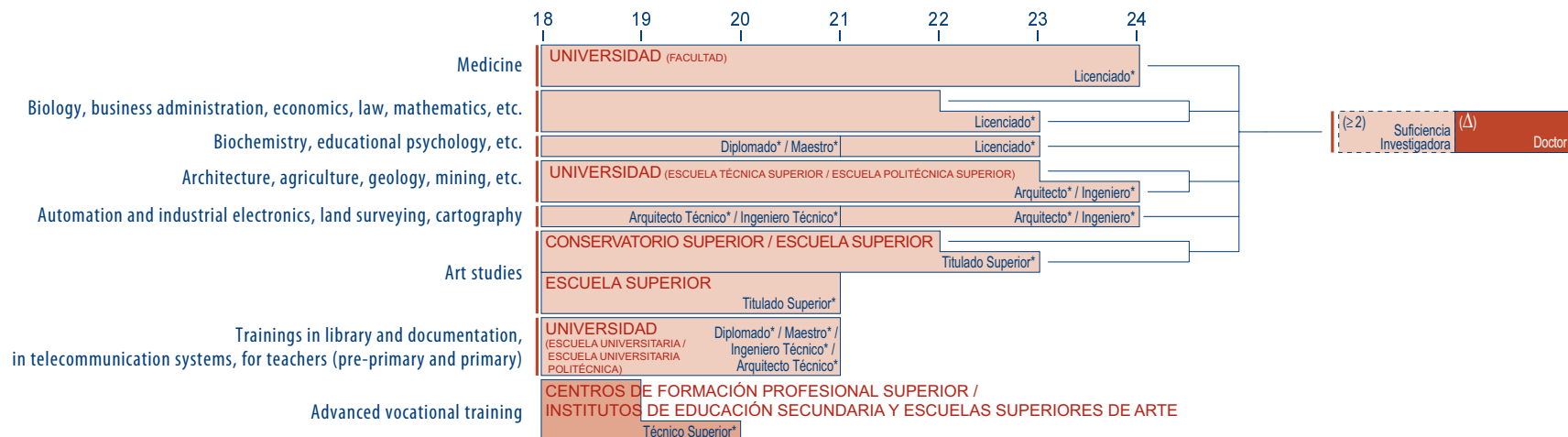
While a **degree structure** based on **two main cycles** has not yet been implemented, there is a continuing **national debate** on the objectives set out in the *Ley Orgánica de Universidades*. The Spanish Government has been drafting a framework proposal (for submission to the *Consejo de Coordinación Universitaria*) on measures to implement a new degree structure, and universities are having to prepare a strategy consistent with it. Still in a trial phase, the first cycle will be implemented in the 2003/04 academic year.

A **national credit system** mentioned for the first time in the 1983 *Ley de Reforma Universitaria* was fully implemented by the mid-1990s. With regard to the current degree structure (due to be phased out), national debate has focused on the immediate need to adapt the national system to **ECTS**, and the government is to submit a proposal on the matter to the *Consejo de Coordinación Universitaria*.

Following the request to improve the international transparency of degrees, the *Ley Orgánica de Universidades* specifies ways of implementing the **Diploma Supplement**. The first cycle is closely linked to the introduction of ECTS, although steps have been taken to increase both student and teacher mobility since 2001. A national catalogue to facilitate academic recognition, which lists all professional qualifications, has been available since 2002.

As regards quality assurance, Spain is involved in the **European Network for Quality Assurance in Higher Education (ENQA)** both through its **Agencia Nacional de Evaluación de la Calidad y Acreditación** set up in December 2001 and two regional agencies for quality assurance in the Catalan and Andalusian university systems, respectively. The *Ley Orgánica de Universidades* encourages increased cooperation between the new national agency and other national agencies.

Since December 2001, courses concerned specifically with provision for **lifelong learning** have been offered in all kinds of higher education institution.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	–/n/–	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	<i>Qualifying degree</i>	*	Qualification + field of specialisation	(Δ) Variable duration

In some fields of study (biochemistry, educational psychology, automation and industrial electronics, etc.), access to the *Licenciado* may be direct and not require students to first hold a *Diplomado* or *Maestro*.

Advanced vocational training consists of training cycles (*ciclos formativos*) divided into modules of variable length related to a variety of professional fields.

FRANCE

Moves to bring the higher education system in France into line with the principles of the Bologna Process first got under way in **1999**. They culminated in **April 2002** in the publication of a set of regulations, one of the most significant of which is **Decree No. 2002-481 of 8 April 2002** concerned with the implications for the French higher education system, of the development of the European Higher Education Area.

The first measures introduced to support the course structure already consisting essentially of **two main cycles** were based, first, on the creation of a qualification known as the *mastaire* (August 1999) positioned between the *licence* and the doctorate, and secondly on the *licence professionnelle* (or 'vocational degree') introduced in November 1999 in compliance with the principle – supported at European level – of injecting a vocational dimension into the first stage of studies. In order to avoid any misunderstanding whatever at international level, the name *mastaire* was changed to '**Master**' in April 2002. Requirements relating to the award of the Master, whose creation as a new qualification was confirmed by Decree (No. 2002-482) of 8 April 2002, are specified in the Order of 25 April 2002.

Introduced into the system with effect from the **2002/03** academic year, the Master ('vocational master' or 'research master') requires that students should have obtained 120 credits after the *licence*, or 300 credits after the *baccalauréat*, testifying to a 'Bac+5' (five years of satisfactory post-*baccalauréat* study) along the lines of the DESS, the DEA and the 'master' qualifications at present awarded by the *grandes écoles*.

The latter qualifications will be gradually redefined so that they remain distinct from the recently established Master. Given the timetable for the negotiation of quadrennial contracts between central government and the universities and other higher education institutions, it will not be possible for the reform to come into effect throughout France before the **2005/06** academic year.

Since the **2002/03** academic year, institutions have begun to entirely restructure their provision in accordance with the requirements of **ECTS**.

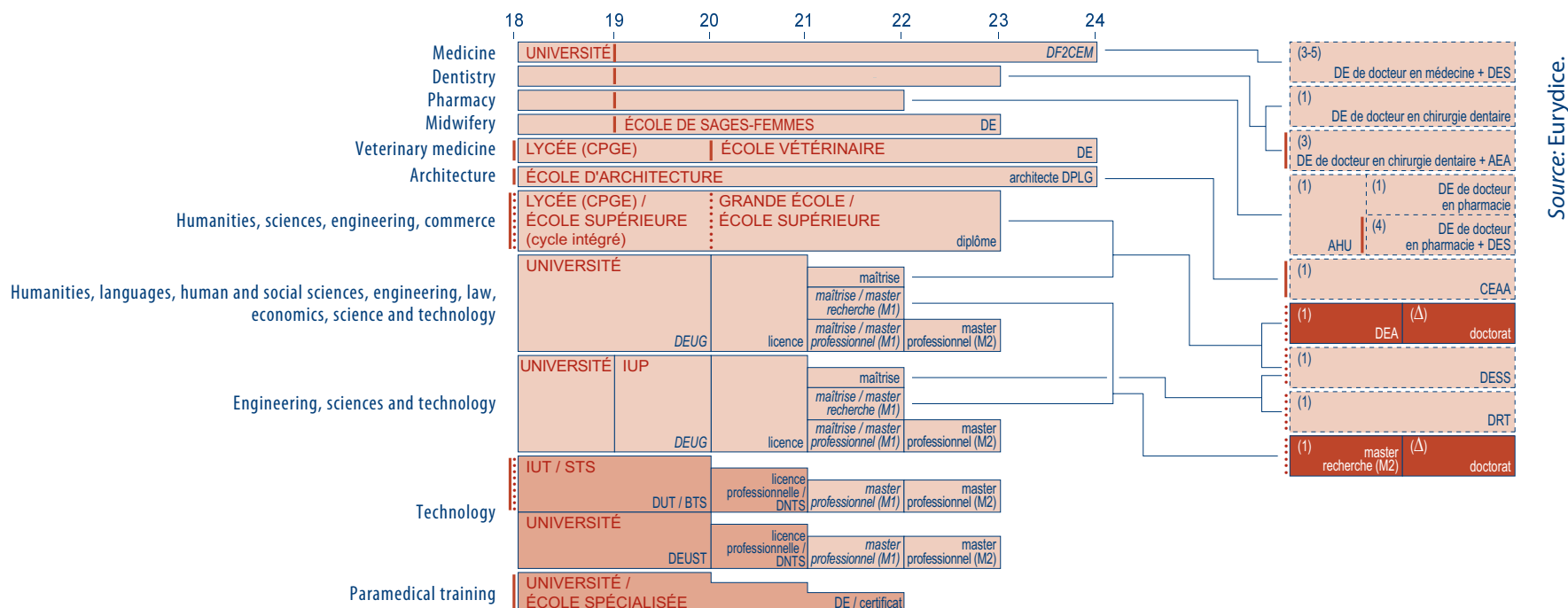
Issue of the **Diploma Supplement** by all higher education institutions will become an increasingly common practice, in order to provide for greater transparency concerning acquired knowledge and skills in the context of international mobility.

Via its **Comité national d'évaluation (CNE)**, France is a member of the **European Network for Quality Assurance in Higher Education (ENQA)** and has adopted the principle that its higher education institutions and arrangements for training and certification should be regularly evaluated at national level. The central government uses this evaluation as the basis for deciding to accredit provision for a limited period. The legitimacy and effectiveness of the quadrennial contract, which was introduced at the start of the 1990s and creates a bond between institutions and the State, derive from this ongoing external evaluation of all activities – whether managerial, educational, social or research-oriented – undertaken by higher education institutions.

In **2002**, a set of measures in support of **lifelong learning** was also adopted (including the validation of study abroad and experience relevant to the award of a formal qualification).

Finally, a secondary aspect of changes directly linked to the Bologna Process has been the recent reforms relating specifically to courses in medicine and veterinary medicine. As regards **medicine**, the reform begun in 2000, which will be fully implemented at the end of 2003/04, changes the terms of admission to the third 'cycle' together with its organisation and duration. The competitive examination for entry to particular areas of specialisation in medicine has been abolished to make way for national examinations enabling students to choose their area of specialisation, depending on how they are graded in them. General medicine becomes an area of specialisation in its own right, and specialist courses now last between three and five years.

In the field of **veterinary medicine**, the CPGE will last 2 years (instead of one) and the state qualification will be awarded at the end of four years (instead of five) with effect from the 2005/06 academic year.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration
AEA	Attestation d'Études Approfondies	DEA	Diplôme d'Études Approfondies	DRT	Diplôme de Recherche Technologique	
AHU	Année Hospitalo-Universitaire	DES	Diplôme d'Études Spécialisées	DUT	Diplôme Universitaire de Technologie	
Architecte DPLG	Architecte Diplômé Par Le Gouvernement	DESS	Diplôme d'Études Supérieures Spécialisées	IUP	Institut Universitaire Professionnalisé	
BTS	Brevet de Technicien Supérieur	DEUG	Diplôme d'Études Universitaires Générales	IUT	Institut Universitaire de Technologie	
CEAA	Certificat d'Études Approfondies en Architecture	DEUST	Diplôme d'Études Universitaires Scientifiques et Techniques	STS	Section de Techniciens Supérieurs	
CPGE	Classes Préparatoires aux Grandes Écoles	DF2CEM	Diplôme de fin de deuxième cycle des études médicales			
DE	Diplôme d'État	DNTS	Diplôme National de Technologie Spécialisée			

The *classes préparatoires aux grandes écoles* (CPGE) are of a literary, commercial or scientific nature. Highly selective, they prepare students for the competitive entrance examinations for the *grandes écoles*. In the case of students who are unsuccessful, the classes are generally recognised by universities, which regard them as equivalent to the DEUG in some subjects. The most prominent of the *grandes écoles* are the *écoles normales supérieures* (ENS), the *écoles de commerce et de gestion*, the *écoles d'ingénieurs* and the *instituts d'études politiques* (which involve just one year of preparation in a fully integrated course). By 'fully integrated course' is meant any form of preparation offered within the institution itself. The *écoles* and *instituts* providing vocational education after a competitive examination generally open to holders of a higher education qualification obtained after three years of study, or to state-remunerated public-sector trainees, are not included in this diagram. The institutions most particularly concerned are the *École Nationale d'Administration* (ENA), the *Instituts Régionaux d'Administration* (IRA), the *École Nationale de la Magistrature* (ENM), the *École Nationale de la Santé Publique* (ENSP) and the *Instituts Universitaires de Formation des Maîtres* (IUFM).

IRELAND

In Ireland, the **Universities Act** and the **Qualifications (Education and Training) Act adopted in 1997** and **1999**, respectively, regulate the most recent arrangements linked to the Bologna Process in higher education institutions.

The existing degree structure based on **two main cycles** (Bachelor's degrees are awarded after 3 or 4 years, while courses leading to Master's or other postgraduate degrees last between 1 and 3 years) already fits with the model set out in the Bologna Declaration.

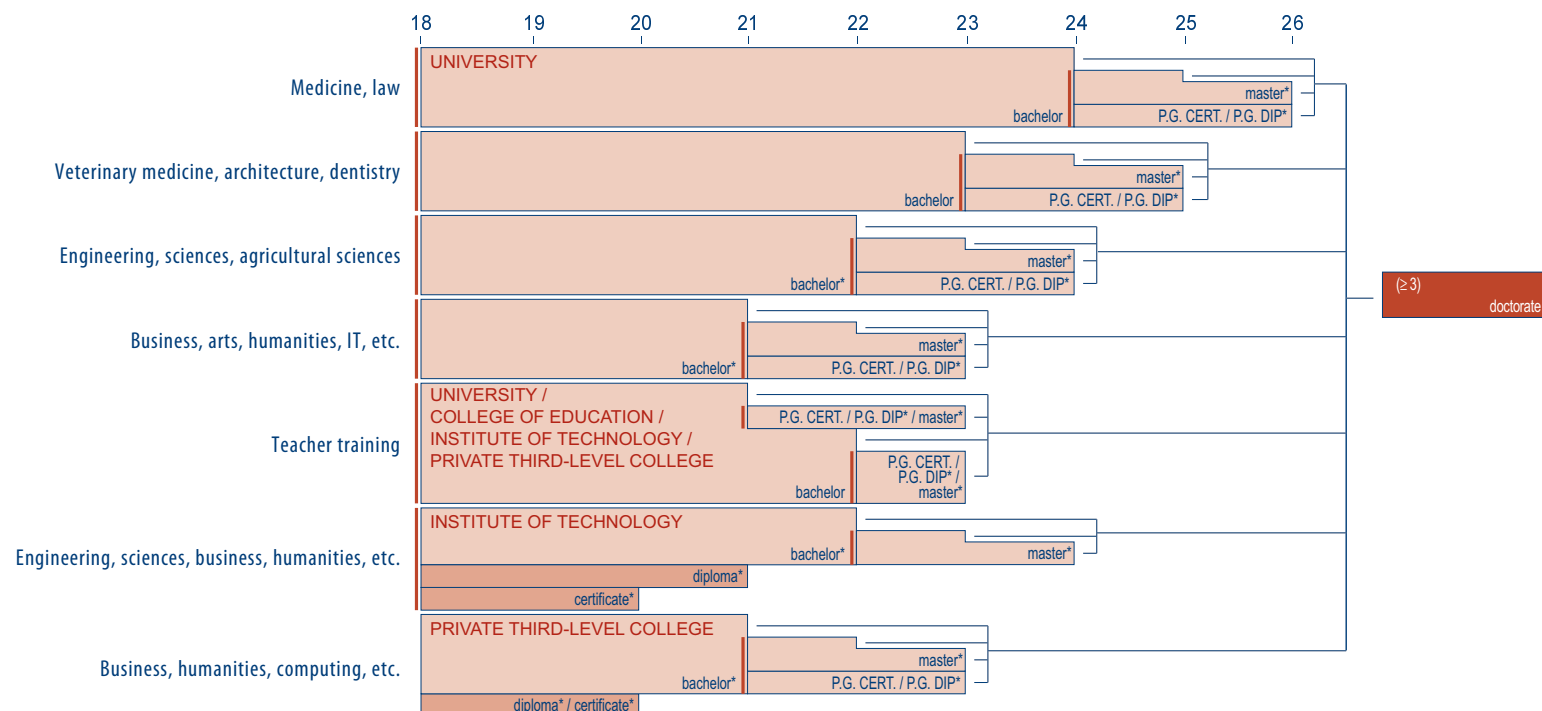
The **European Credit Transfer System (ECTS)** has been incorporated into the national awards system of the **Higher Education and Training Awards Council (HETAC)** since 1989 and is implemented in many programmes in the institutes of technology and the Dublin Institute of Technology. In order to review the existing systems in place and comply with the European approach, the National Qualifications Authority of Ireland established a Technical Advisory Group on Credits in 2002. However, the use of ECTS in other higher education institutions is associated mainly with students in the Socrates (Erasmus) programme.

The **Diploma Supplement** has not been introduced yet. However, in 2003, the Department of Education and Science (Higher Education) has established a separate working group dealing with its future implementation. This group consists of stakeholders and Ireland's national coordinators on the Diploma Supplement, as well as the **Further Education and Training Awards Council (FETAC)**. It also focuses on the parallel implementation of the Certificate Supplements in further education and training. This reflects the complementary nature of the Bologna Process and the Copenhagen process. The new working group will also collaborate with the universities, which have established their own group to implement the Diploma Supplement as quickly as possible across the university system.

There are four main bodies involved in the **quality assurance** field. The Higher Education Authority (created in 1971) is the agency overseeing quality assurance in the university sector. The Qualifications (Education and Training) Act, 1999 established the National Qualifications Authority of Ireland, HETAC and FETAC. The Act contains quality assurance procedures for providers of programmes validated by either of the two awarding councils or for providers with delegated authority from an awarding council to make awards. In addition to these bodies, the Irish Universities Quality Board was established in 2003 and will support universities in relation to quality assurance procedures. .

The Higher Education Authority and the HETAC are members of the **European Network for Quality Assurance in Higher Education (ENQA)**, while the **National Qualifications Authority of Ireland** is an associate member. The new Irish Universities Quality Board is seeking membership.

Several measures concerned with **lifelong learning** in higher education are about to be implemented. In 2002, the *Report of the Task Force on Lifelong Learning*, which comprised representatives from the further and higher education sectors, industry, community groups and key government departments made a number of recommendations. In the *Sustaining Progress - Social Partnership Agreement 2003 – 2005*, the government and social partners have agreed to implement the recommendations of the Task Force (as resources permit). Complementary initiatives also contributing to the development of lifelong learning include the funding of targeted initiative programmes in the higher education sector and establishment of the national framework of qualifications.



Source: Eurydice.

33

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	<i>–/n/–</i>	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

| P.G. CERT. *Postgraduate Certificate* | P.G. DIP. *Postgraduate Diploma*

ITALY

Reform of the higher education system in Italy is now governed by a ministerial decree of **November 1999** concerned with the autonomy of the universities and other institutions in educational and teaching matters.

In accordance with the decree, the degree structure is now based on **two main cycles** (a *Laurea* and then a *Master di I livello*, a *Laurea specialistica*, or a *Diploma di specializzazione di I livello* corresponding to a 3+1, 3+2 or 3+2/3+3 framework, respectively). The reform was implemented in 2001. However, article 3 of Law 509 (1999) states that universities should ensure the completion of courses and their qualifications by students who were already enrolled when the reformed system came into effect in 2001/02.

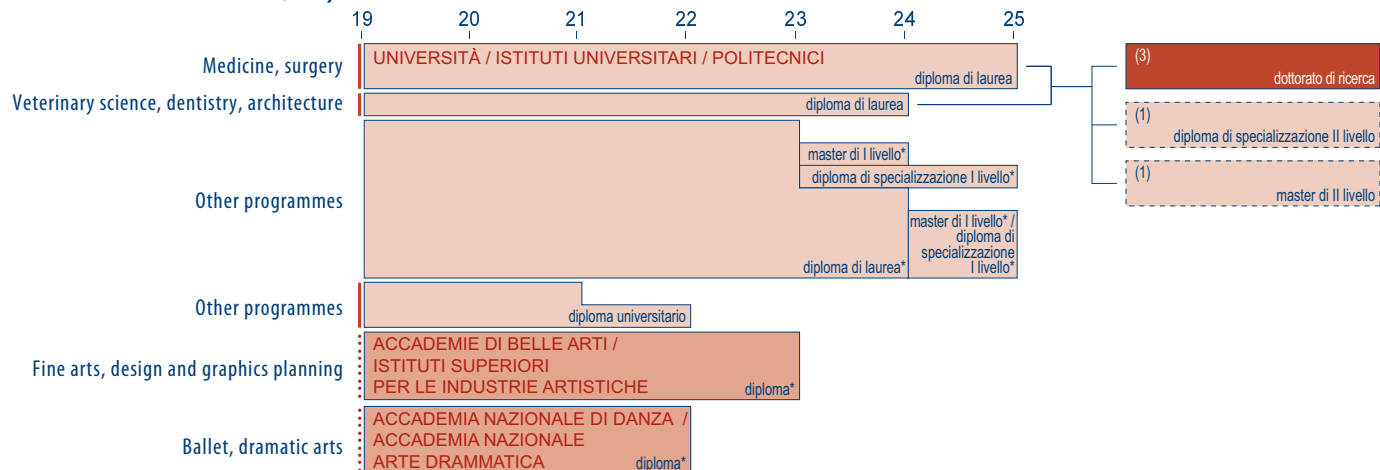
The 2001 reform also introduced a **national credit system known as *Credito Formativo Universitario (CFU)*** corresponding to the learning activities of students who pass their examinations (1 credit = 25 hours of activity). Marks are expressed in terms of a grading scale of 0 to 30 (on which 18 is the minimum passing grade and 30 the maximum) and the number of credits (one year = 60 credits), and then converted into an **ECTS** system on the basis of a grading scale that goes from A (excellent) to F (insufficient).

The **Diploma Supplement** was also introduced under the decree and now has to be issued with all degrees awarded in accordance with the new framework. Details of the diploma supplement scheme were approved in a further Ministry of Education decree in May 2001.

As regards **quality assurance**, Italy participates in the **European Network for Quality Assurance in Higher Education (ENQA)** through the ***Comitato per la Valutazione del Sistema Universitario*** set up in 1999. Among its main tasks, the *Comitato* establishes general criteria for the evaluation of university activities, implements an annual programme for the external evaluation of universities, carries out consultative activities and deals with matters such as evaluation and the definition of standards.

No specific measures to support **lifelong learning** have yet been introduced in higher education.

Pre-reform (only for students enrolled before 2001/02)



Source: Eurydice.

Post-reform (from 2001/02)



35

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	–/n/–	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	<i>Qualifying degree</i>	*	Qualification + field of specialisation	(Δ) Variable duration

LUXEMBOURG

The situation in Luxembourg is somewhat unusual as higher education is at present provided in a limited number of fields and institutions. Most students wishing to study at this level go abroad.

However, the system may change significantly in line with the draft **law of 3 December 2002** to establish the University of Luxembourg. If this is approved before the end of 2003, the University could begin its activities from the 2004/05 academic year onwards.

While a few minor alterations reflecting recent developments have been made to the higher education system, the real reform related to the aims of the Bologna Process (and whose central provision is the establishment of the University of Luxembourg) has yet to materialise and is currently the subject of national debate.

The **most recent reform** concerned with higher education dates from **11 August 1996**.

Only a few alterations have been made since then. For example, several regulations on conditions of admission to certain courses have been adopted since 1998/99.

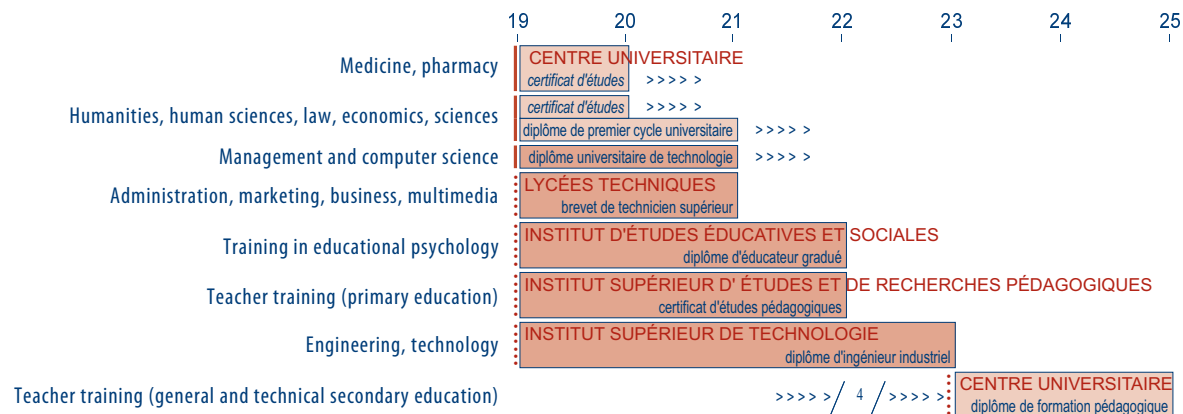
As regards the aims of the Bologna Process, a degree structure based on **two main cycles has not been adopted** because of the limited provision of higher education. However, such a structure is the subject of ongoing debate and the planned University will offer doctorates as well as Bachelor's and Master's degrees.

When they are introduced, the three types of degree will become immediately subject to **ECTS** arrangements. Higher education institutions offering other types of qualification have begun to apply **ECTS** to their courses. Indeed, the *Certificat d'aptitude pédagogique* (teacher training qualification) offered by the *Institut Supérieur d'Études et de Recherches Pédagogiques* (ISERP) is already fully ECTS-compatible.

No steps have been taken to introduce the **Diploma Supplement**.

Neither is Luxembourg a member of the **European Network for Quality Assurance in Higher Education (ENQA)**. There is still no national evaluation agency but the draft law to establish the University of Luxembourg plans for the internal and external evaluation of teaching, research and administrative services.

No special measure has been introduced to support **lifelong learning**, except in the case of the *Institut Supérieur de Technologie* (IST) which is offering admission to its courses as part of continuing education and training.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	-/n/- Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	<i>Qualifying degree</i>	* Qualification + field of specialisation	(Δ) Variable duration

>>> Study abroad

THE NETHERLANDS

Higher education in the Netherlands comprises higher professional education (HBO) and university education (WO), which have been governed by the **Higher Education and Research Act** (*Wet op het hoger onderwijs en wetenschappelijk onderzoek* or WHW) since 1993.

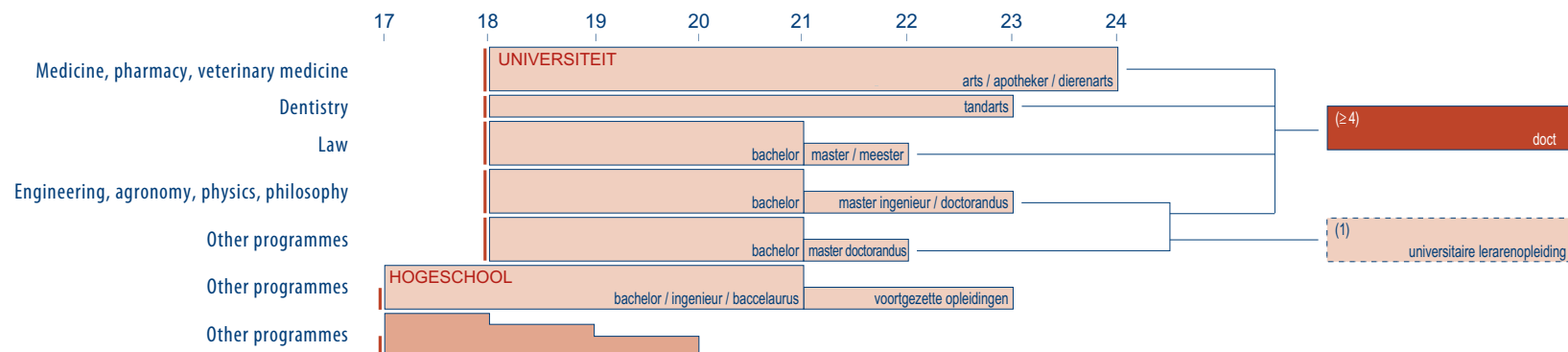
The Bachelor's/Master's structure came into effect following an amendment to this Act in 2002, when a degree system with **two main cycles** was introduced to encourage greater international student mobility. The universities converted most of their traditional single-cycle courses into Bachelor's and Master's courses in the 2002/03 academic year. The remainder will be converted in the years immediately ahead. Traditional courses at institutions for professional education have been converted into Bachelor's programmes. The Minister of Education can authorise these institutes to offer Master's courses as the need arises.

The 2002 amendment to the Higher Education Act introduced a **Dutch credit system similar to ECTS** (with 60 study points a year), which replaced the former system with 42 credits.

While use of the **Diploma Supplement** is not mandatory in the Netherlands, it is regarded as an appropriate means of making degrees more transparent and readily comparable. Many institutions have introduced or are introducing the Diploma Supplement, use of which is being extensively promoted by student organisations, the government and the NUFFIC (as the Dutch ENIC/NARIC).

In order to **guarantee the quality** of the Bachelor's and Master's programmes, the Netherlands Accreditation Organisation (NAO) established by law in 2002, assesses courses at colleges and universities.

The promotion of **lifelong learning** is regarded as an essential element in Dutch policy to upgrade the level of education of the working population. In two documents (dated April 2002 and March 2003) the government set out its agenda for lifelong learning in the years ahead.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	-/n/-	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	<i>Qualifying degree</i>	*	Qualification + field of specialisation	(Δ) Variable duration

University type higher education institutions are established, organised and run their activities in accordance with the **Federal Act on the Organisation of Universities and their studies (Universities Act 2002)**.

It became possible to offer a degree structure based on **two main cycles** at universities in 1999. The amendment to the *Fachhochschule* Study Act, which became effective on 1 May 2002, provides a legal basis for the Bachelor's/Master's degree structure. Since October 2002, 100 Bachelor type programmes have been introduced and around half of all fields of study should be covered by 2006. All new study programmes have to comply with the reformed structure.

Implementation of the **ECTS** at universities has been compulsory for bachelor's and Master's courses and, according to the *Akademien-Studiengesetz* – AstG (Academic Studies Act), at *Lehrer/innenbildende Akademien* (teacher training colleges), for diploma studies (in line with old system) since 1999.

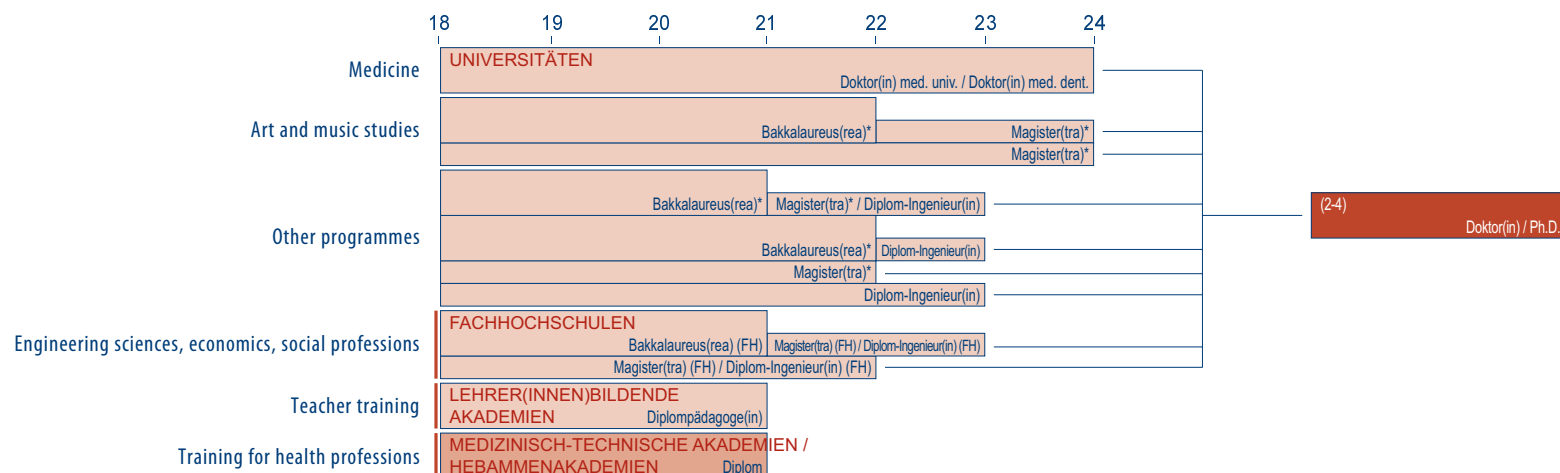
A so-called *Universitäts-Studienevidenzverordnung* (University Studies Evidence Decree) to regulate implementation of the **Diploma Supplement** came into force in August 2002. The *Lehrer/innenbildende Akademien* are issuing Diploma Supplements with effect from the 2003 summer term. From October 2003 onwards, they will be issued on request in German and English to all graduates.

Since 1 January 2002, action has been taken to create a unified **national system for accrediting higher education institutions**. The Accreditation Council, which is responsible for the accreditation of private universities, has been established along the lines of the *Fachhochschule* Council already in existence. The new Council has already started to monitor the level of education in several institutions. Since December 2002, the Rectors' Conference, the Ministry of Education, Science and Culture, the *Fachhochschule* sector, and the Austrian Student Union have been cooperating to establish an **Austrian agency for quality assurance**. Its inauguration is planned for October 2003 and it will seek to join the **European Network for Quality Assurance in Higher Education (ENQA)**.

Since 1990, the organisation of **lifelong learning** courses at all higher education institutions has been provided for in law. Courses are offered on an autonomous institutional basis.

Beyond the arrangements and reforms linked to the Bologna Process, it should be noted that the 1999 *Akademien-Studiengesetz* (Academic Studies Act) upgraded the *Lehrer/innenbildende Akademien* (teacher training colleges) from ISCED 5B to ISCED 5A.

As regards professions in the health sector, training in high-level medical/technical services and midwifery takes place at *Akademien*. The high-level medical/technical services include physiotherapy, medical/technical laboratory services, radiological/technical services, dietary and nutritional consultancy services, occupational therapy, speech therapy and orthoptics.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	<i>–/n/–</i>	Compulsory work experience + its duration	Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	<i>Qualifying degree</i>	*	Qualification + field of specialisation	Variable duration

FH Fachhochschule

Since 2003/04, the Akademien für Sozialarbeit, institutions that formerly offered programmes in the field of the so-called social professions, have been incorporated into Fachhochschulen.

PORTUGAL

The **Basic Law on the Education System** (Law No. 46/86 of 14 October 1986 amended by Law No. 115/97 of 19 September 1997) establishes the general rules governing all levels and types of education. In the case of higher education, the law thus sets out its aims and scope, the conditions for admission and the types of institutions involved. Furthermore, under decree law No. 99/2001 of March 2001, schools for nursing and for health technology became the responsibility of the Ministry of Science and Higher Education.

A **new law** on the development and quality of higher education was promulgated on 6 January 2003 (Law No. 1/2003). Although still subject to further regulation, it marks a step forward in the adoption of a new degree structure, as well as in the area of quality assurance, the introduction of credits compatible with the ECTS, and the quality and accreditation of institutions and provision for lifelong learning.

A proposal for a new Basic Law on the education system provides for the adoption of a degree structure based on **two main cycles** leading to the *licenciado* and *mestre* degrees. Universities are authorised to award the *doutor* (doctorate) only subject to certain conditions. It is planned that the length of the new programmes should be different.

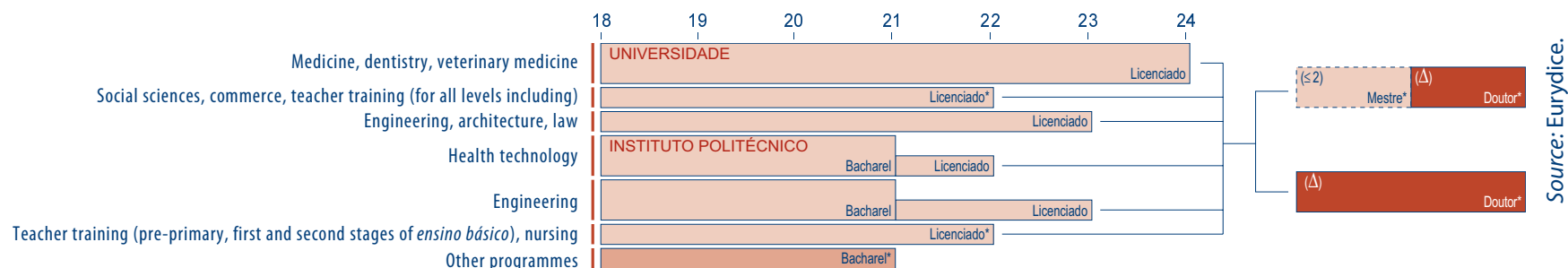
A **national credit system** used solely by the universities in accordance with decree law No. 173/80 of 29 March 1980 is also compatible with **ECTS**.

Plans to introduce the **Diploma Supplement** are well under way.

Since 1998, the **National Higher Education Evaluation Council (CNAVES)** has been a member of the **European Network for Quality Assurance in Higher Education (ENQA)**. Law No. 1/2003 has further provided for the establishment of a Higher Education Advisory Council, which is already functioning. A proposal for a new law on the funding of higher education, including fresh provisions geared to investment in quality and excellence, is also under consideration.

As regards **lifelong learning**, the Proposal for the Basic Law on Education refers to the promotion of lifelong learning as a means of enabling working people to extend or upgrade their qualifications.

A decree of February 2003 (No. 26/2003) modifying decree law No. 296-A/98 of 25 September 1998, which is aimed at establishing minimum requirements for students seeking entry to higher education, is meant to enhance the quality of the latter.



ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	Intermediate diploma	-/n/-	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

Following amendment of the Framework Law on the Education System in September 1997, both universities and polytechnics may award the degrees of *Bacharel* and *Licenciado*, while the postgraduate degrees of *Mestre* and *Doutor* are obtained only at the universities.

FINLAND

In Finland, the main arrangements linked to the Bologna Process are set out in the **Development plan of the Ministry of Education 'Education and Research 1999-2004'** adopted in 1999. A new five-year development plan will be adopted at the end of 2003.

While the **two-cycle degree system** was introduced in most fields of study by the mid-1990s, Bachelor-level degrees are not at present compulsory, as students can go directly to Master's courses. From August 2005, the two-tier degree system will be adopted in all fields of study and Bachelor-level degrees will become obligatory for all students.

The national university degree **credit system** will be replaced by an **ECTS-based system** from **August 2005**. The corresponding reform of polytechnic degrees is likely to be in accordance with the same schedule.

Following the request to improve the international transparency of degrees, the Ministry of Education recommended implementation of the **Diploma Supplement** in June 2000. In practice, most higher education institutions automatically grant the Supplement to all students, while the remainder do so on request.

As regards **quality assurance**, Finland has been a member of the **European Network for Quality Assurance in Higher Education (ENQA)** since it was first established, and the Finnish Higher Education Evaluation Council (FINHEEC) is also acting as the secretariat for the European Network for Quality Assurance in Higher Education. In law, both universities and polytechnics are responsible for evaluating their own activities. FINHEEC is assisting higher education institutions and the Ministry of Education in matters relating to evaluation.

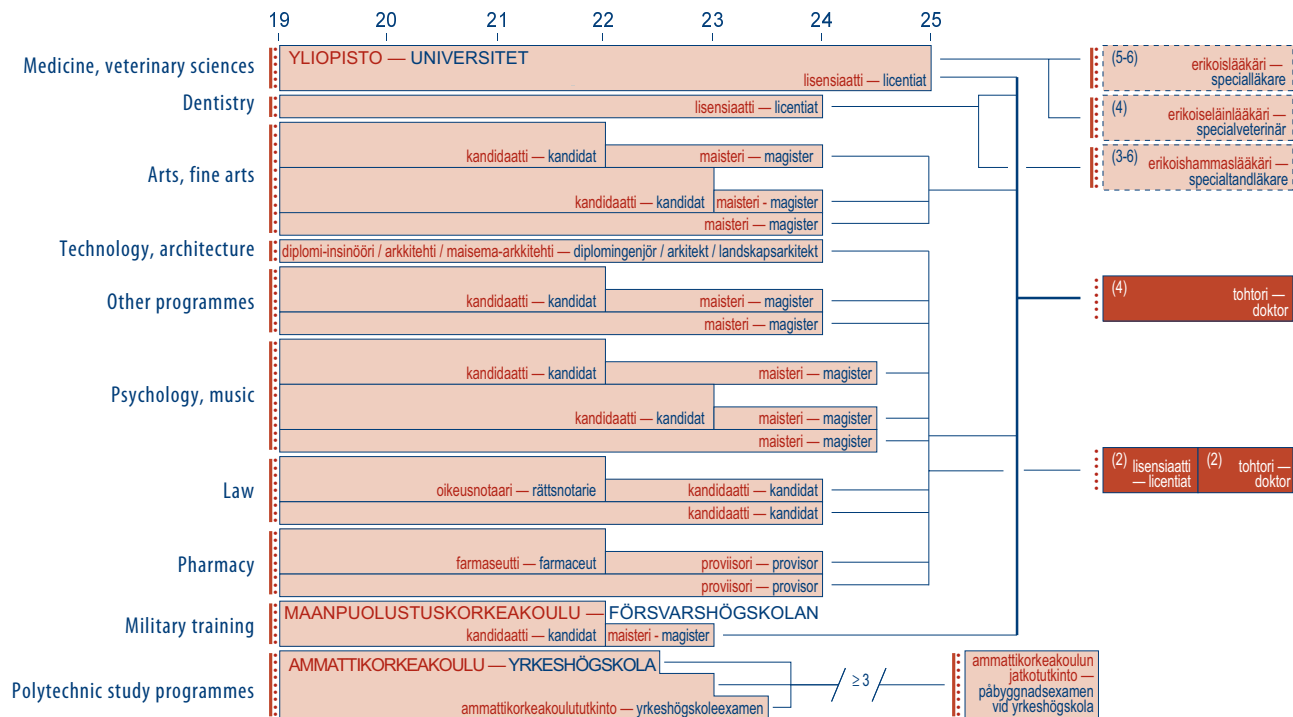
The government has set goals for promoting student mobility in both universities and polytechnics, and both sectors are rewarded for their performance in international activities. Institutions of higher education are also encouraged to develop English-language study programmes.

Both universities and polytechnics offer a wide range of **lifelong learning** programmes.

In 2001, the Finnish Parliament passed a law concerning **(ISCED 5A) second degree courses at polytechnics** offered on an experimental basis. The polytechnic ISCED 5A second degree is a new higher education qualification for those who hold a first polytechnic degree or its equivalent, and have acquired a minimum of three years' professional experience in a related field following its award. The experiment is running from **January 2002** to the end of **July 2005**.

Besides its measures associated with the Bologna Process, the government is planning to take steps to facilitate a quick transition from secondary to higher education by making appropriate changes in the student selection system.

An important development in relation to student mobility and university networking has been progress in the area of so-called flexible study entitlement. On the basis of a recent agreement, students at Finnish universities may now apply for temporary entitlement to study at another Finnish university and have this period taken into account for the award of their degree.



Source: Eurydice.

 ISCED 5A (1st or 2nd programme)	 ISCED 6 programme	 Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	—/n/— Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
 ISCED 5B (1st or 2nd programme)	 Further qualification	 Selection procedure at point of entry (institutional level)	Qualifying degree	* Qualification + field of specialisation	(Δ) Variable duration

SWEDEN

In Sweden, the **Higher Education Act** and the **Higher Education Ordinance** governing higher education came into force in 1993. An appendix to the Higher Education Ordinance contains the **Degree Ordinance** laid down by the government.

In April 2002, a project group was appointed within the Ministry of Education and Science in order to review certain issues, such as the degree structure in an international perspective. The final report will be submitted by 29 February 2004.

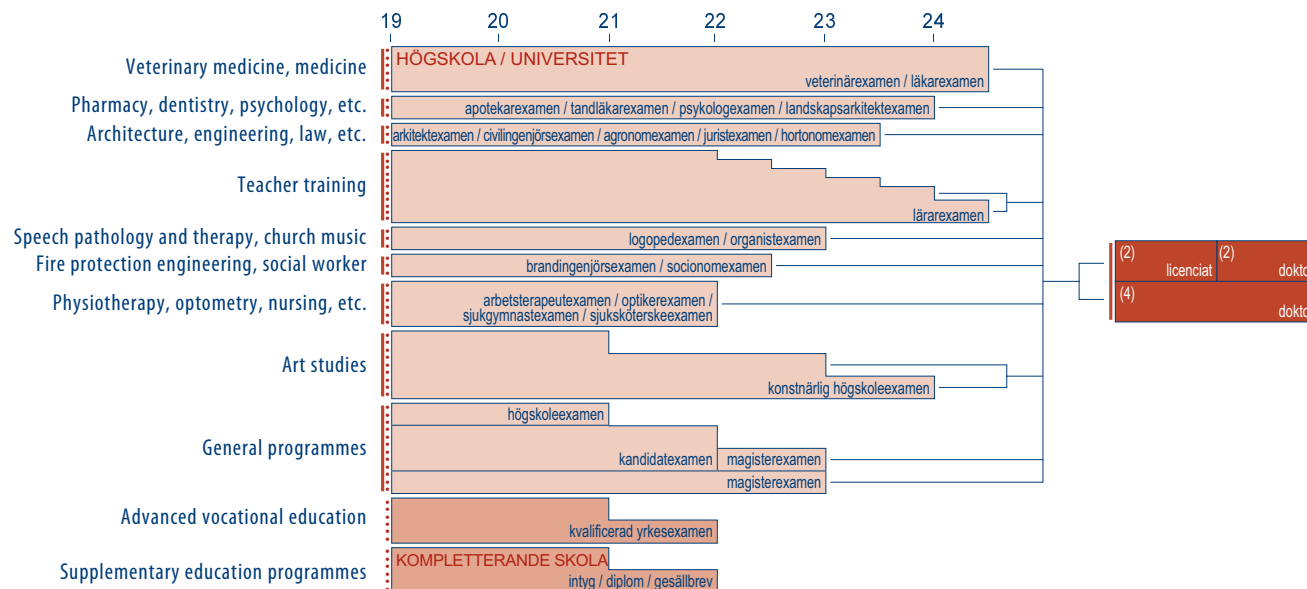
Use of the **Swedish credit point system** is mandatory throughout the higher education system. One credit in the Swedish system is equivalent to 1.5 credits in the European Credit Transfer System.

To improve international 'transparency' and facilitate academic and professional recognition of qualifications, a **Diploma Supplement** (in English) has been issued with Swedish higher education qualifications in all cases since 1 January 2003.

Since January 2001, **quality assessment** has been carried out more regularly by the **National Agency for Higher Education** and covers all subjects and programmes. The Agency is a member of the **European Network for Quality Assurance in Higher Education (ENQA)**. A **Nordic Network of Quality Assurance agencies** is also increasingly cooperating in quality issues with stakeholders, institutions and students.

Swedish higher education institutions have a long tradition of offering their courses and programmes to adults. Several new measures to support **lifelong learning** were introduced in 2002.

- In January 2002, a new, more professionally oriented **Master's degree** (*Magisterexamen med ämnesbredd*) was introduced for students wishing to extend their knowledge possibly to a new field, rather than continuing to specialise in a single area of study. The course corresponds to at least 40 credits, and is open to those who already have a degree comprising at least 120 credits. The new degree will contribute significantly to lifelong learning by making it attractive for those in employment to return to higher education.
- In March 2002, the **Swedish Net University**, which coordinates and markets distance learning via networks of universities and university colleges, was established.
- New rules on **admissions criteria** clarify the responsibilities of higher education in examining whether applicants who lack formal qualifications have acquired the knowledge necessary for admission outside the formal education system. These new rules are being applied for the first time in selection for the 2003 autumn term.



Source: Eurydice.

47

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	-/n/-	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

The professional degrees shown are no more than a selection from around 50 in all. Some advanced, supplementary undergraduate professional degree courses are based on a first professional degree.

The institution known as *kompletterande skolor* includes various private education institutions, depending on the programme concerned. *Intyg/diplom/gesällbrev* are types of certificate. Advanced vocational education may be provided by various other institutions, in addition to the *universitet/högskolor*.

England, Wales and Northern Ireland

In England, Wales and Northern Ireland, many of the recent changes at higher education level were initiated in response to the recommendations of the 1997 **Dearing Report** (the National Committee of Inquiry into Higher Education); however, their later cycles of development have also been shaped by the agenda set by the Bologna Declaration.

The existing degree structure traditionally based on **two main cycles already fits with the 3 + (1 or) 2 model**. There are nevertheless some ambiguities such as integrated four-year first courses which lead directly to a Master's degree. Institutions are encouraged to award their qualifications for programmes starting from the 2003/04 academic year within the new framework for higher education qualifications. The framework aims to increase consistency in the use of qualification titles, which commonly vary between institutions. It includes qualification descriptors designed to enable institutions to provide easily readable and comparable qualifications.

Credit accumulation and transfer systems have been used widely, but not universally, in the UK over recent years. **ECTS** has also been used since it began in 1989, particularly by institutions participating in Socrates (Erasmus). However, there is still scope for expanding the use of credit systems. The Department for Education and Skills (DfES) has recently completed a project looking at the use of credit systems in the UK and abroad. Recommendations identifying ways to achieve more widespread and consistent use of credit have been sent to ministers.

The Higher Education Funding Council for England (HEFCE) has also considered the report recommendations and produced an **action plan** which will take explicit account of developments in the Bologna Process and will consider how to achieve appropriate alignment with European credit and qualification frameworks. This work will be undertaken during 2003/04 and 2004/05.

The **Diploma Supplement** has not been implemented in the UK, although institutions have been expected, since 2002/03, to provide a **progress file** which includes a transcript recording student achievement. The Quality Assurance Agency for Higher Education, Universities UK and the Standing Conference of Principals with other partners have produced guidelines (2001) to help institutions develop and introduce progress files. Progress files are intended to meet the Bologna Declaration's expectations of the Diploma Supplement.

The **Quality Assurance Agency for Higher Education (QAA)** was established in its present form in 1997. It is involved in the **European Network for Quality Assurance in Higher Education (ENQA)** and is represented on ENQA's board. It also has many bilateral links with other agencies throughout Europe. The QAA publishes a code of practice on collaborative provision covering transnational provision originating in the UK and delivered in other countries through partner institutions.

In the field of **lifelong learning** at higher education level, all institutions have special provisions for admitting mature students, for example special access routes and provisions for recognising prior or experiential learning as an alternative to normal academic entrance requirements.

The government is committed to the continued expansion of higher education with a view to ensuring that half the population enter higher education by the age of 30.

The bulk of the expansion of higher education provision will come through new types of qualification, in particular, foundation degrees. These two-year vocational awards, introduced in September 2001, are intended to help education providers to address the shortage of intermediate-level skills and to widen participation in higher education and stimulate lifelong learning. Foundation degrees may be delivered in further education colleges and are intended to build and strengthen the links between further and higher education. They are designed specifically to offer opportunities to progress to a Bachelor's degree.

Scotland

In Scotland, arrangements linked to the Bologna Process are mainly regulated by the **Scottish Higher Education Framework** adopted in 2001 (to be completed in 2003) and the Scottish Credit and Qualifications Framework (SCQF) adopted in 2001. Procedures for Quality assessment of Higher Education were also reviewed in 2000 and 2002.

The existing degree structure is based on **two main cycles** (Bachelor's/Master's structure). The traditional four-year Honours degree and range of one-year Master's courses available ensure that arrangements are currently in line with the 4 + 1 structure proposed as a result of the Bologna Process.

Scotland is keeping abreast of **ECTS** developments and proposals to create a European credit-based framework for lifelong learning as part of the Bologna Process, in order to ensure that developments are compatible with and possibly influence future decisions in this area.

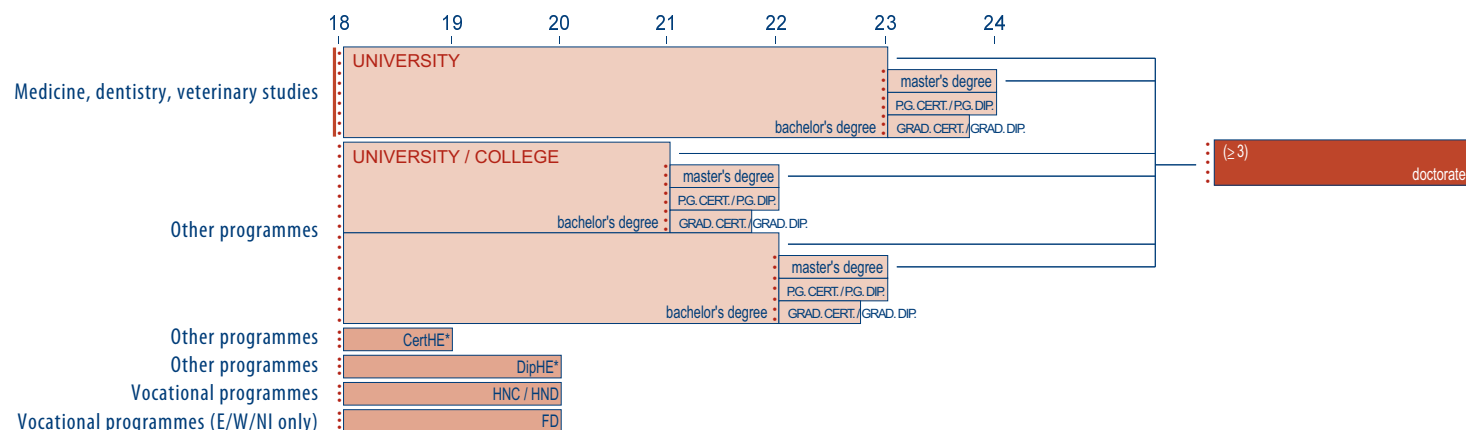
The **Scottish Credit and Qualifications Framework (SCQF)** includes all mainstream qualifications in a single unified framework. All higher education qualifications should be credit-rated and levelled within the framework by 2003/04. The position of the Bachelor's degree and the number and level of credits to be allocated to it will be developed to reflect the traditional breadth and flexibility of the qualification. One of the key goals of the SCQF is to encourage lifelong learning by allocating credit for previous study.

The **Diploma Supplement** has not been implemented. It is intended that something similar should be introduced which meets Bologna requirements in the form of a student progress file. Stakeholders are currently awaiting the outcome of discussions at UK level between the Quality Assurance Agency, Universities UK and the Standing Conference of Principals to consider how this should be taken forward.

In addition to the **Quality Assurance Agency (QAA)** which is involved in the **European Network for Quality Assurance in Higher Education (ENQA)**, the **Scottish Higher Education Funding Council (SHEFC)** established in 1992 has statutory responsibility for assessing the quality of provision within publicly funded institutions. In order to achieve closer alignment of methodology across the UK and lay emphasis on academic review for purposes of quality enhancement, procedures for quality assurance were reviewed in 2000 and 2002. The quality enhancement model, which places greater emphasis on student involvement in the evaluation process, is currently being implemented in partnership with appropriate stakeholders.

The Quality Assurance Agency's **Framework for qualifications of higher education institutions in Scotland** provides a reference point for those seeking information on the range of higher education qualifications available and how these relate to each other. It includes a set of descriptors to enable institutions to provide qualifications which are easily readable and comparable. This is an integral part of the **Scottish Credit and Qualifications Framework**.

The *Framework for Higher Education in Scotland* published in March 2003 provides an overview of strategic priorities and objectives for the sector in Scotland over the next decade and focuses on the key themes of learning and teaching, research and knowledge transfer, and governance and management. The related **Lifelong Learning Strategy** for Scotland published in February 2003, within which the Higher Education Framework sits, provides an overview of the Executive's policy and priorities in this area.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	-/n/-	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	<i>Qualifying degree</i>	*	Qualification + field of specialisation	(Δ) Variable duration

CertHE	<i>Certificate of Higher Education</i>	GRAD. CERT.	<i>Graduate Certificate</i>	HND	<i>Higher National Diploma</i>
DipHE	<i>Diploma of Higher Education</i>	GRAD. DIP.	<i>Graduate Diploma</i>	P.G. CERT.	<i>Postgraduate Certificate</i>
FD	<i>Foundation Degree (UK (E/W/Ni))</i>	HNC	<i>Higher National Certificate</i>	P.G. DIP.	<i>Postgraduate Diploma</i>

Some colleges of further education also offer higher education courses, particularly sub-degree courses, such as foundation degrees (E/W/Ni only) and certificates and diplomas of higher education. Programme length may be shorter or longer than the above. In Scotland, courses leading to an ordinary bachelors degree last three years, while courses leading to a bachelors degree with honours are typically four years. Courses in England, Wales and Northern Ireland which lead to a bachelors degree with honours typically last three years, but there are also many four-year courses, particularly those which include placements either in the UK or overseas. There are also some four-year courses (five years in Scotland) in science, engineering and mathematics where the first award is a masters degree. Programmes leading to a professional registration as a doctor, dentist, etc are normally 5 years. Taught masters degrees are typically one-year programmes, but research masters are generally longer. Titles also vary between institutions. Selection of applicants is determined by the institution concerned, and is not an automatic right. In the UK, most higher education qualifications are not national awards but granted by individual institutions, although many qualifications at sub-degree level are awarded by national bodies.

ICELAND

Higher education in Iceland is regulated by the **Universities Act** adopted in **1997**. Because measures affecting this level of provision even before 1997 have been largely consistent with the aims of the Bologna Declaration, there have been **no major changes** in policies for higher education, or in its organisation or structure.

The higher education system has for long had a dual structure, consisting of the single-cycle *candidatus* (lasting between 4 and 6 years) and a more common **two-cycle** (Bachelor's/Master's) arrangement lasting around 3 (or 4)+1 (or 2) years.

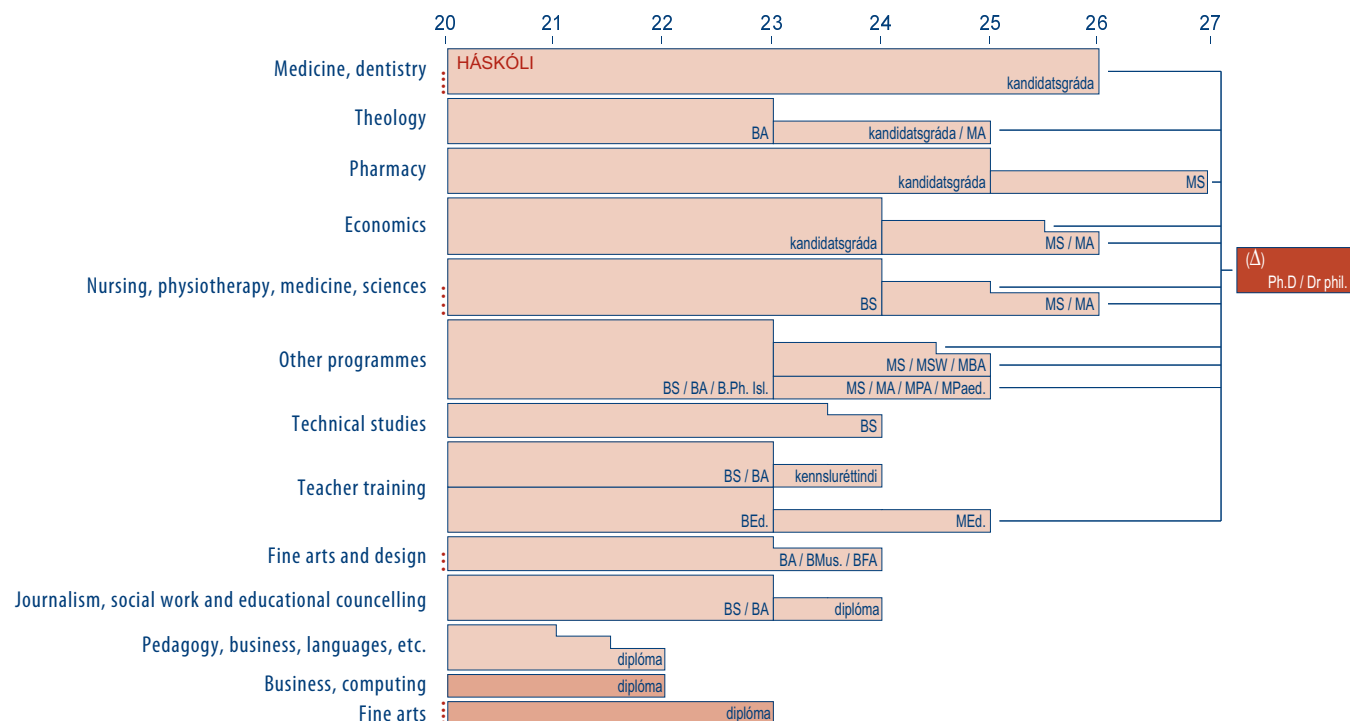
The **national credit system**, in which one credit is normally equivalent to two **ECTS** credits, is based on the same principles as ECTS which is used by all Icelandic universities for student exchange purposes.

To improve international transparency and facilitate academic and professional recognition of qualifications, most universities have decided to introduce the **Diploma Supplement** in the spring of 2004.

As regards **quality assurance**, the division of evaluation and supervision was established within the Ministry of Education in 1996. Furthermore, Iceland has participated in the **European Network for Quality Assurance in Higher Education (ENQA)** and also in the **Nordic Network of Quality Assurance agencies**.

Since 1998, nine **lifelong learning** centres have been established, one in each of the main regions of the country. Distance learning courses are becoming increasingly widespread and a few universities run institutes of continuing education.

In addition to these developments that parallel the thrust of the Bologna Process, it has recently become possible for an increasing number of higher institutions to award Master's degrees.



ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	–/n/– Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	Qualifying degree	Qualification + field of specialisation	(Δ) Variable duration

BA	BA-gráða	BMus	BMus-gráða	MA	Master of Arts/Magister artium	MPA	Master of Public Administration	MSW	Master of Social Works
BEd	Bachelor of Education	BPh.Isl	Baccalaureus Philologiae Islandicae	MBA	Master of Business Administration	MPaed.	Magister Paedagogiae		
BFA	BFA-gráða	BS	BS-gráða	Med	Master of Education	MS	Master of Science/Magister Scientiarum		

The selection procedure at the point of entry applies only to courses in the following fields: medicine, physiotherapy (an entrance examination was introduced in June 2003) and fine arts. In dentistry and nursing, there is a numerus clausus after the first term.

NORWAY

In **March 2001**, the general reform of higher education in Norway, the so-called **Quality Reform**, was adopted. In it, the government has implemented most provisions of the Bologna Declaration and modified many other aspects of higher education.

The degree structure based on **two main cycles** was adopted in 2001 and consists of a lower (Bachelor's) degree awarded after three years of study and a higher (Master's) degree awarded after a further two years. All institutions are obliged by law to incorporate the new structure with effect from the 2003/04 academic year. During a transition period until 2006/07, both the old and new structures will exist side by side. A limited number of study programmes (medicine, theology, psychology and veterinary science) are exempt from the 3+2 model.

In 2001, a new **system of credits**, in which a full academic year corresponds to 60 credits, was introduced. It replaced the former system consisting of 20 credits a year. The new system was accompanied by a new standardised grading scale (descending from A to E for different pass grades and F for fail). Both are equivalent to **ECTS** arrangements and should be fully implemented in 2003.

The **Diploma Supplement** was introduced in 2002 and higher education institutions are obliged to issue the Supplement to all students on request.

The **Norwegian Agency for Quality Assurance in Education (NOKUT)** was established in 2002. It is regarded as an independent government body and began its work in January 2003. Its role is to supervise and develop the quality of higher education in Norway through evaluation, accreditation and recognition of institutions and course provision.

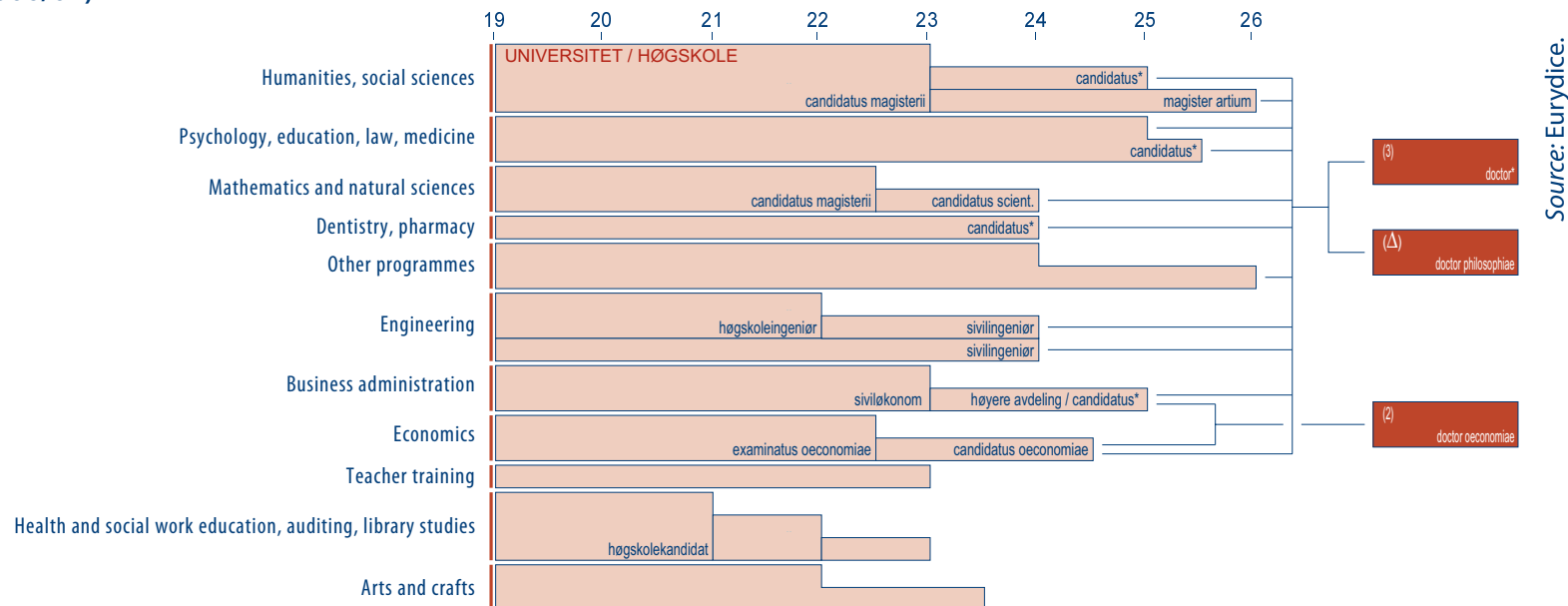
The national reform of **lifelong learning** (the 2001 Competence Reform) enabled all higher education institutions to admit students aged 25 or over without formal entrance qualifications, in addition to those who passed normal national selection procedures. The Reform also provides for assessment of a combination of formal, informal and non-formal learning. Employees who have worked for at least three years are entitled to leave of absence of up to three years to participate in formal higher education and training.

HIGHER EDUCATION STRUCTURE

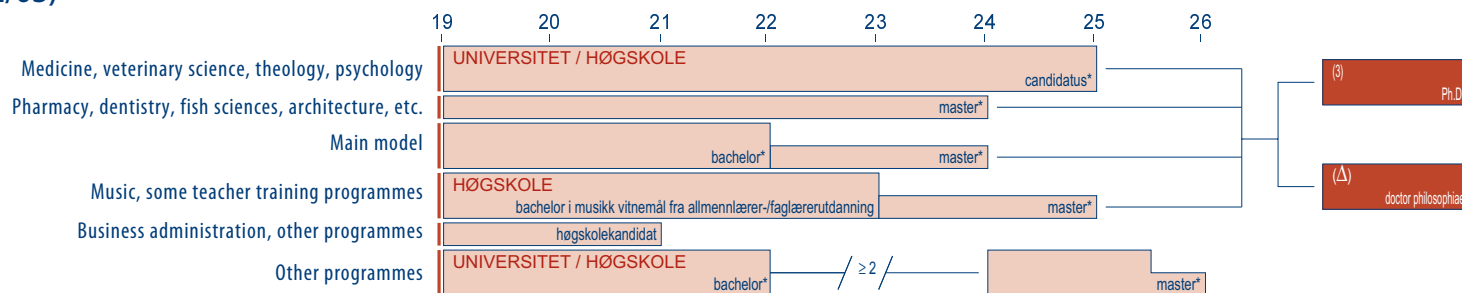
NORWAY

2003/04

Pre-reform (until 2006/07)



Post-reform (from 2002/03)



ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	<i>Qualifying degree</i>	Qualification + field of specialisation	(Δ) Variable duration

Ph.D Doktor philosophiae/Philosophiae Doktor

BULGARIA

In Bulgaria, several reforms linked to the Bologna Process have been initiated since 2001. They are set out essentially in amendments to the Higher Education Act, which were adopted in that year.

The degree structure based on **two main cycles** already implemented under the **1995 Higher Education Act** (by means of a **4 + 1 model**) did not need to be reshaped. Nevertheless, in order to increase mobility within higher education, a further arrangement was introduced in March 2001. For example, holders of the *bakalavur* degrees (lasting four years) can now apply to embark on doctoral studies. Amendments to the Higher Education Act also provide for broader basic training in *bakalavur's* courses and the inclusion of more thorough detailed subject matter in *magistur's* programmes.

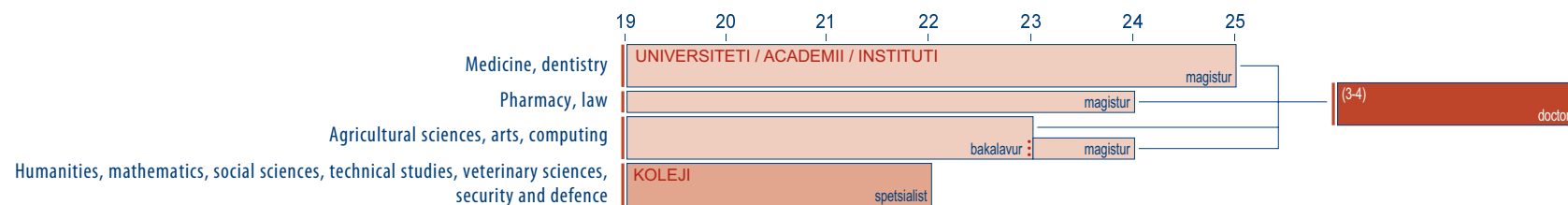
Although there is no formal legislation to regulate the implementation of **ECTS**, it has been introduced gradually by all higher education institutions on their own initiative since Bulgaria was first involved in the Socrates (Erasmus) Programme in 1996. In order to adapt the legislation, draft amendments to the Higher Education Act were approved by a Council of Ministers Decree on 5 June 2003. This provides for development of a system of credit accumulation and transfer. The relation between these credits and national ones will be further specified in subsequent legislation.

The **Diploma Supplement** has been promoted by different means since 2000 (including seminars at national and university level, information brochures, etc.), although it has yet to be implemented. Draft amendments to the existing legislation were adopted for this purpose on 5 June 2003 in the above-mentioned Council of Ministers Decree.

As regards **quality assurance**, the **National Evaluation and Accreditation Agency (NEAA)** was established in 1995. NEAA (which is a member of the central and eastern European sub-network of quality assurance agencies in higher education) maintains active contacts with the **European Network for Quality Assurance in Higher Education (ENQA)**, although it is not yet a member.

No concrete legislation has yet been adopted in the area of **lifelong learning**. However, drafting the necessary legislation was a priority of the Ministry of Education and Science for 2003. Accordingly, a draft ordinance on official requirements for the provision of distance education was prepared and became the subject of a national debate within the academic community. In higher education, the necessary institutional arrangements for implementing lifelong learning have been established in all institutions at this level. They provide for activities within a network coordinated by the Ministry of Education and Science. There is also wider promotion of the lifelong learning concept at national level.

Aside from arrangements linked to the Bologna Process, the autonomy of universities has been increased, as have links between secondary and higher education. Since the 2002/03 academic year, school leaving examinations can be used to secure access to higher education, and the normal age of entry to courses has been changed from 18 to 19 in accordance with changes in the total duration of secondary education.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	-/n/-	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

CZECH REPUBLIC

In the Czech Republic, the main arrangements linked to the Bologna Process are the amendments of **1 July 2001** (Act No. 147/2001) to the **Higher Education Act** (No. 111/1998) which came into force on **1 July 1998**.

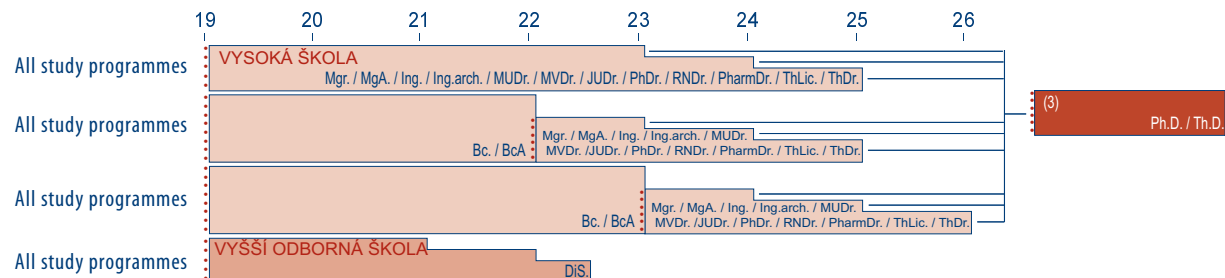
A degree structure based on **two main cycles** - short Master's programmes (*magistr*), building on a first university degree (*bakalář*) – was formally added to the traditional one-tier programmes in 1990. The amendments of Act No. 147/2001 introduced greater programme flexibility. A Master's study programme (1-3 years) follows a Bachelor's study programme (3-4 years). In certain kinds of course, a Master's study programme may not necessarily follow a Bachelor's study programme, in which case the standard length of the programme will be 4-6 years. A doctoral study programme follows any Master's qualification (so that the complete model is 3-4 + 1-3 + 3). Under the Act, all study programmes have been re-accredited since 2002. Since 2000, the Transformation and Development Programme has been established to support the development of Bachelor's degree studies and the restructuring of traditional higher education courses into two cycles (Bachelor's and Master's).

The **European Credit Transfer System (ECTS)** is generally accepted. Notwithstanding the lack of legal provisions, all higher education institutions have ECTS or ECTS-compatible credit systems.

The Higher Education Act (1998) states that the **Diploma Supplement** will be issued to every graduate on request.

Since May 2002, the Accreditation Commission of the Government of the Czech Republic has been a member of the **European Network for Quality Assurance in Higher Education (ENQA)**. The Czech Republic is also a member of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) and founder of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education.

The 1998 Higher Education Act states that higher education institutions may provide **lifelong learning** programmes within the framework of their educational activity, either free of charge or in return for payment. Lifelong learning may be either vocationally oriented or follow personal interests. The detailed conditions to which it is subject are stipulated in internal regulations which must be provided in advance to all prospective participants. Higher education institutions issue certificates to all those who graduate from lifelong learning programmes. Those who receive lifelong learning forms of provision are not students under the 1998 Act, which means that they cannot be awarded any academic degree. However, Amendment No. 147/2001 to the Act enables lifelong learning programmes to be provided in accredited study programmes. If those who graduate from lifelong learning programmes of this kind become students under the Act, a higher education institution may recognise up to 60 % of the credits they have already obtained as a result of such provision. Since 2000, the Ministry of Education, Youth and Sports has offered Transformation and Development Programmes in support of lifelong learning.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	–/n/–	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	<i>Qualifying degree</i>	*	Qualification + field of specialisation	(Δ) Variable duration

Bc.	<i>Bakalář</i>	MgA.	<i>Magistr umění</i>	PhDr.	<i>Doktor filosofie</i>
BcA.	<i>Bakalář umění</i>	Mgr.	<i>Magistr</i>	RNDr.	<i>Doktor přírodních věd</i>
DiS.	<i>Diplomovaný specialista</i>	MUDr.	<i>Doktor medicíny</i>	Th.D.	<i>Doktor teologie</i>
Ing.	<i>Inženýr</i>	MVDr.	<i>Doktor veterinární medicíny</i>	ThDr.	<i>Doktor teologie</i>
Ing. arch.	<i>Inženýr architekt</i>	Ph.D.	<i>Doktor</i>	ThLic.	<i>Licenciát teologie</i>
JUDr.	<i>Doktor práv</i>	PharmDr.	<i>Doktor farmacie</i>		

The Higher Education Act does not specify subject areas for study programmes. The Accreditation Commission is responsible for deciding whether such programmes are suitable for the field in question and, if so, the Ministry of Education, Youth and Sports accredits them.

ESTONIA

In Estonia, the general principles of legislation relevant to higher education are set out in the 1995 Universities Act (amended in 2003) and in the Applied Higher Education Institutions Act (1998 and 2003). The Vocational Education Institutions Act (1998 and 2003), the Private Schools Act (1998 and 2003) and the Adult Education Act (1993 and 2003) also regulate certain aspects of higher education.

Higher education programmes previously had a one-tier structure corresponding to 120-160 national credits. Since the 2002/03 academic year, university programmes (*ülikool*) have been structured into **two main cycles**. The Master's degree (*Magistrikraad*) requires 40 credits if it follows a Bachelor's degree of 160 credits, and 80 credits if it follows a Bachelor's degree of 120 credits. The 3 + 2 model (3-year Bachelor's level programme and then a 2-year Master's level programme) is more common than the 4 + 1 model.

The two-tier structure applies to most disciplines, with the exception of medicine, pharmacy, dentistry, veterinary medicine, architecture, civil engineering and class teacher training.

Applied higher education programmes continue to follow the one-tier structure. The new law states that, with effect from the 2005/06 academic year, not only universities but also professional higher education institutions (*rakenduskõrgkool*) may offer Master's level programmes in theology and defence, or in other fields in cooperation with universities, depending on public needs.

Preparations for implementation of the uniform **Diploma Supplement** are complete and all higher education institutions have to issue Supplements from 1 January 2004 onwards.

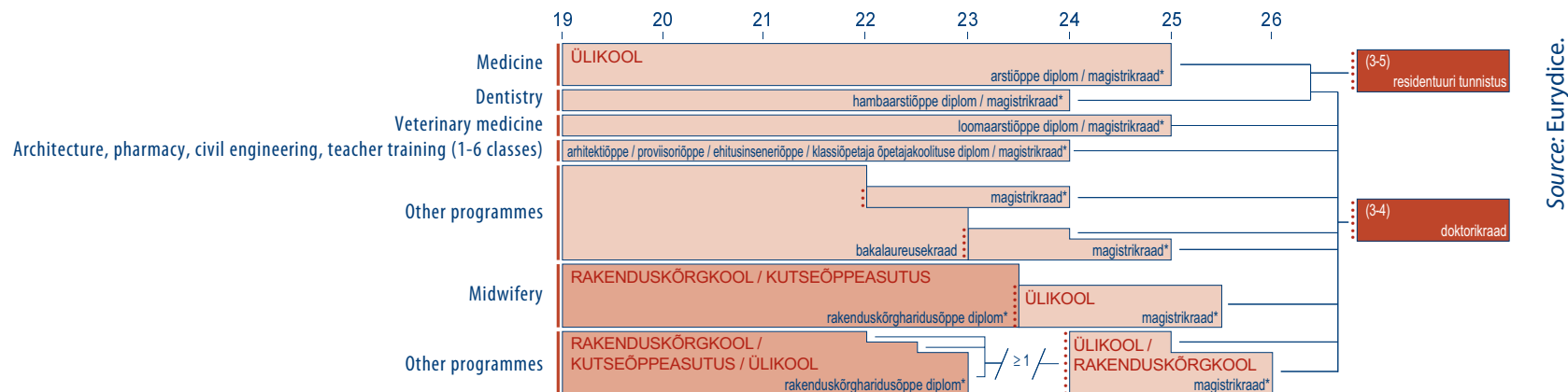
In Estonia, two **credit systems** are used in parallel, namely a national one (CP) and **ECTS** for mobility purposes (1 CP equals 1.5 ECTS credits).

The Estonian national system is based on student workload and corresponds to 40 working hours a week, and 40 weeks/credits per academic year. Since 1995, ECTS credits have been used voluntarily by most Estonian higher education institutions involved in the Socrates (Erasmus) programme. According to the legislation, ECTS will have to be introduced in all higher education institutions from 1 September 2006 onwards.

The **Estonian Higher Education Accreditation Centre** has been a member of the **European Network for Quality Assurance in Higher Education (ENQA)** since 2002. Most university programmes and a smaller proportion of those offered by professional higher education institutions are accredited.

In the field of **lifelong learning**, most public universities and state professional higher education institutions provide study for adults. Open universities provide education of both kinds as well as a variety of non-formal courses.

Since 2003, higher education institutions have offered both full- and part-time study options. In part-time study, which is mainly targeted at those for whom learning is not the main activity, students undertake less than 75 % of the annual study load.



ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	Intermediate diploma	–/n/–	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

The *magistriõpe* in *rakenduskõrgkool* will come into effect from January 2004. The entitlement of institutions to offer *magistriõpe* is determined by government decree.

CYPRUS

Because the provision of higher education in Cyprus is limited, many young people at this level of education study abroad.

The University of Cyprus was established in 1989 by Law No. 144/1989 enacted by the House of Representatives, and admitted its first students in 1992. The latest amendment to that Law is Law 44(I)/2003.

The legal basis for the establishment and operation of schools of higher education (including private schools) is Law 67(I)/1996 and its series of amendments, the latest of which is Law 45(I)/2003.

A **two-cycle degree system** is offered by the University of Cyprus and some private colleges. Master's programmes (lasting 1-2 years) follow on from degrees that normally require four years of study.

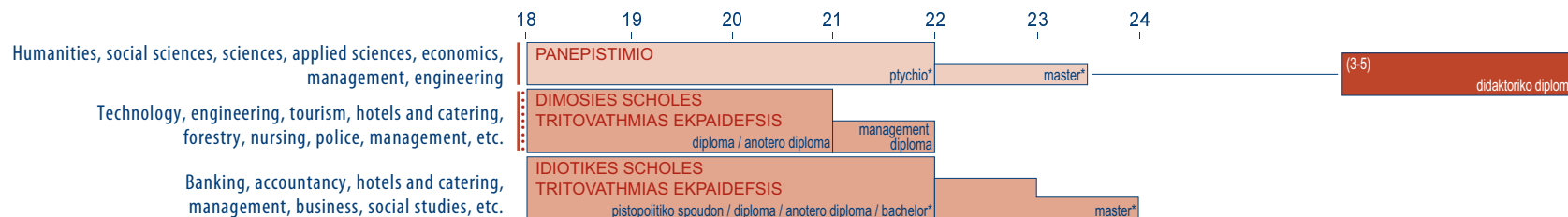
The **European Credit Transfer System (ECTS)** has been made obligatory for all courses at the University of Cyprus in order to facilitate student mobility. One credit at the University is equal to 2 ECTS credits. Other public and private schools of higher education have also introduced ECTS or are currently doing so.

The University of Cyprus is in the process of introducing the **Diploma Supplement**.

As regards **quality assurance**, Cyprus – via its Council of Educational Evaluation-Accreditation (CEEAA) – has been a member of the **European Network for Quality Assurance in Higher Education (ENQA)** since it was established in 1996.

In order to enhance and encourage the provision of higher education by means of distance learning and facilitate **lifelong learning**, Law 234(I)/2002 of December 2002 established the Open University of Cyprus.

Besides its measures associated with the Bologna Process, the government has taken steps to expand the number of private universities and also established the Technological University of Cyprus. In addition, there is ongoing debate on further legislation to introduce ECTS and the Diploma Supplement in all public and private higher education institutions.



ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	<i>–/n/–</i>	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

Initial moves to reform the Latvian higher education system got under way well before the Bologna Declaration. The first major development was the **Education Law of 1991**.

In accordance with this law, a degree structure based on **two main cycles** (Bachelor's/Master's) was introduced in most disciplines but only in academic higher education. The 1995 **Law on Higher Educational Establishments (LHEE)** led to further strengthening of this structure but also accentuated the division between academic and professional higher education. The amendments of **2000** to the **LHEE** introduced professional Bachelor's and Master's degrees which replaced the former five-year programmes, thus facilitating the transfer from one type of education to the other. The total period of study for a Master's degree should now be no less than 5 years.

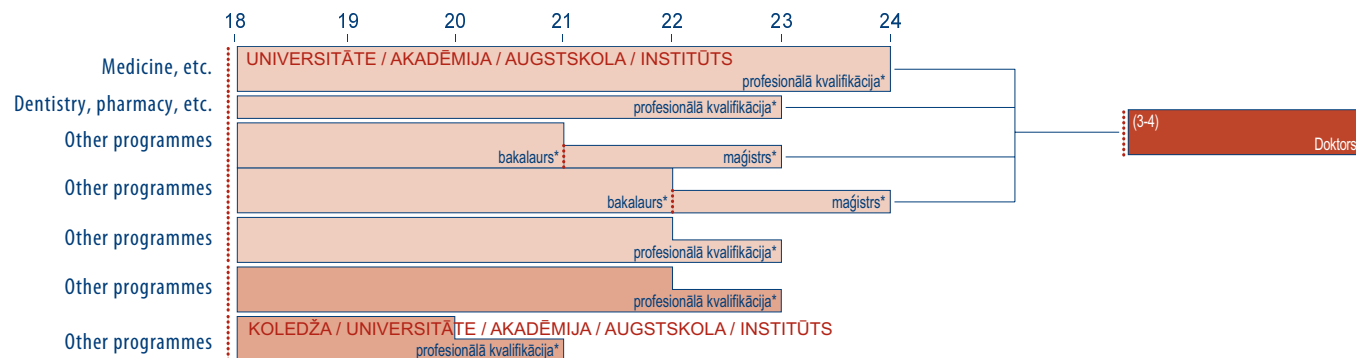
Since 1998, the majority of higher education institutions have introduced a **Latvian credit point system compatible with the ECTS**. One Latvian credit is worth 1.5 ECTS credits. However, Latvia has not yet adopted the ECTS grading scale.

A number of higher education institutions started introducing the **Diploma Supplement** prior to the Bologna Declaration. Since 2001, this document has been issued extensively but on a voluntary basis. Regulations for a mandatory Diploma Supplement in all higher education programmes, which corresponds fully to the standard European model, are being submitted to the Cabinet of Ministers.

The accreditation of programmes and institutions of higher education, with the involvement of foreign experts, began in 1996 and has now been fully established. The **National Higher Education Quality Centre** has been a member of **European Network for Quality Assurance in Higher Education (ENQA)** since 2003.

Article 5 of the LHEE states that one of the tasks of higher education institutions is to contribute actively to education beyond formal school and tertiary level provision and, thus, to the development of **lifelong learning**. In this context, a general system for the assessment and recognition of learning achievements is required, so that higher education credits can be obtained as a result of lifelong learning activity.

The **National Education Development Plan** adopted in 2002 states that 'the education system provides an opportunity for members of society to educate themselves on a lifelong basis, upgrading their qualifications or obtaining new qualifications that correspond to the demands of the labour market'. The Plan further states that 'the system of professional and academic degrees should be consistent with arrangements elsewhere in the European area of learning, in order to promote Latvian student mobility in Europe and attract foreign students to Latvia'.



Source: Eurydice.

LITHUANIA

In Lithuania, the main reforms related to the **Bologna Process** were incorporated in **the new Law on Higher Education** adopted in **2000**.

The degree structure based on two main cycles has existed since 1993 (within a 4+3+4 framework). Since adoption of the new Law, there has been steady progress towards the **3 + 2 model**.

A national **credit system** dating from 1993 (in which one credit is equivalent to 1.5 **ECTS** credits) has been consolidated and fully implemented under the new Law.

To improve international transparency and facilitate academic and professional recognition of qualifications, a **Diploma Supplement** has been introduced in 2003.

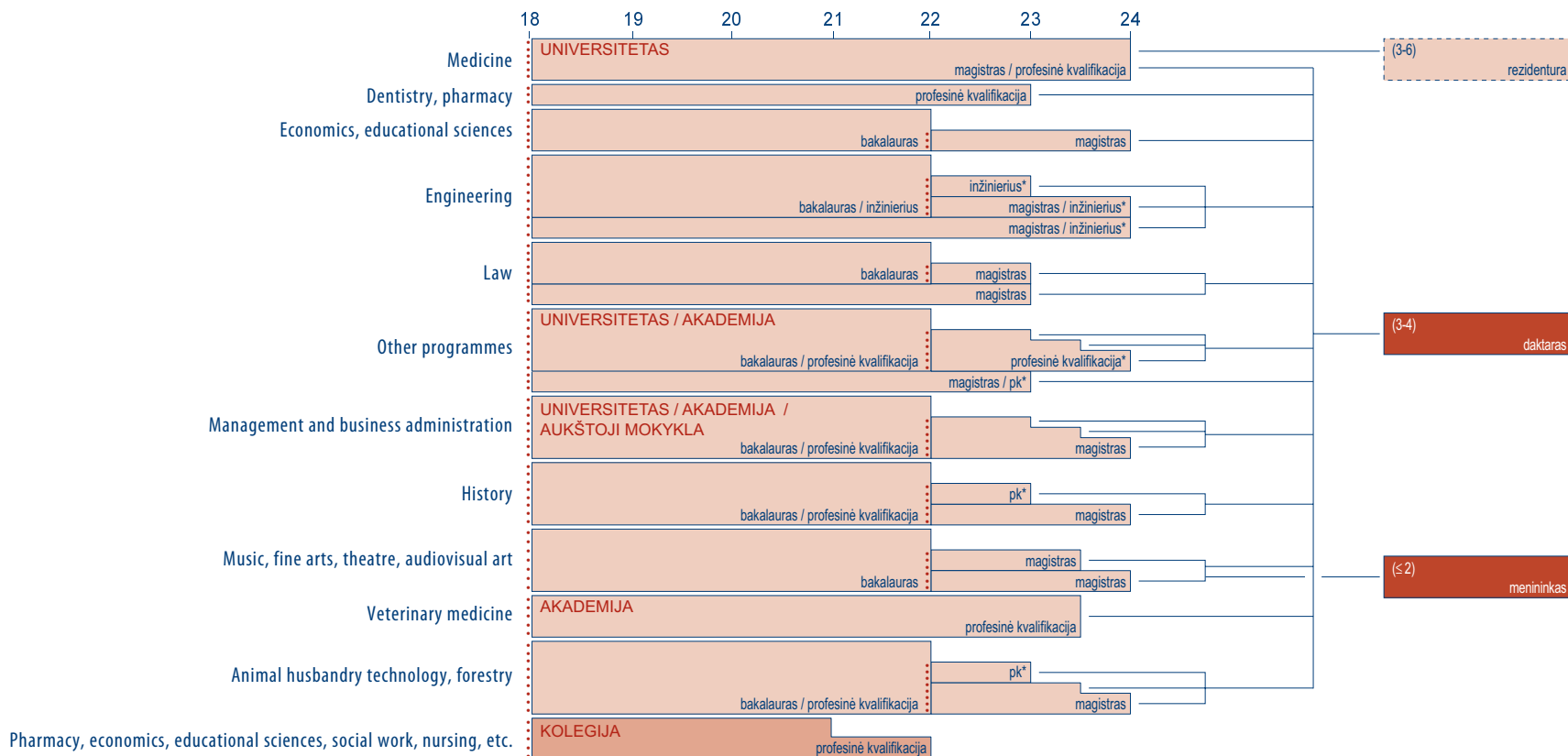
Administrative arrangements in the field of **quality assurance** have existed since 1995, and Lithuania has been an associate member of the **European Network for Quality Assurance in Higher Education (ENQA)** since 2000.

Provision for **lifelong learning** with the award of qualifications in higher education has been placed on a firmer footing following the introduction of continuing studies under the above-mentioned new Law.

Aside from arrangements linked to the Bologna Process, the procedure for student admission to higher education was simplified in 1999 with the introduction of national examinations now recognised by all Lithuanian higher education institutions. There are also plans to arrange for joint admission to courses (in some *Kolegija* as well as universities). In 1999 also, the first two universities began to conduct joint admission to the first cycle of higher education. Then, in 2003, most universities joined the Association of Higher Education Institutions of Lithuania, which began to organise and coordinate admissions procedures for all its members.

The 2000 Law on Higher Education also amended the status of institutions by implementing a two-tier system of university and non-university higher education. The latter is currently the most rapidly growing sector in the Lithuanian education system, partly as a result of the reform of the *aukštesnioji mokykla* (vocational colleges) many of which have become the first non-university higher education institutions (the *Kolegija*).

Finally, the Law has also facilitated the development of non-state higher education institutions by defining the requirements for their establishment more clearly.



 ISCED 5A (1st or 2nd programme)	 ISCED 6 programme	 Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	-/n/-	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
 ISCED 5B (1st or 2nd programme)	 Further qualification	 Selection procedure at point of entry (institutional level)	<i>Qualifying degree</i>	*	Qualification + field of specialisation	(Δ) Variable duration

Pk Profesinė kvalifikacija

HUNGARY

In Hungary, organisation of the higher education sector is governed by the **Higher Education Act (Law XXX of 1993)** amended by Act No. LII. of 1999.

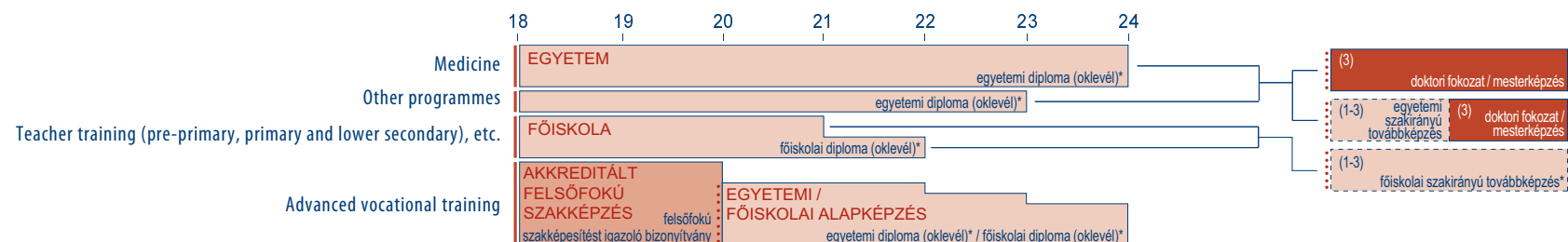
The degree system based on **two main cycles** has not yet been fully adopted. Colleges (*főiskola*) have been offering Bachelor's programmes lasting 3-4 years, and universities (*egyetem*) single-cycle Master's programmes lasting 5 years (6 in medicine). While the restructuring of higher education in line with the Bologna Process is under discussion, no measures to this effect will be introduced before the 2004/05 school year. Reforms will not be wholesale and certain courses and faculties such as medicine will be excluded from them.

The **European Credit Transfer System (ECTS)** has been adopted by the government (Decree 200/2000) and comes into effect in September 2003 (Act No. XCIX, 2001).

Since January 2002, the **Diploma Supplement** has been issued by higher education institutions at the request of individual students. In such instances, institutions have to provide the Supplement in Hungarian but students requiring an English language version are obliged to pay for it.

Since 2000, the **Hungarian Accreditation Committee** has been a member of the **European Network for Quality Assurance in Higher Education (ENQA)** (Government Decree 199/2000).

The Adult Education Act (CI. 2001) and Government Decree (IV.26) are intended to regulate adult education within the framework of **lifelong learning**, by regulating the accreditation procedures of institutions that provide adult education as well as those of adult education programmes themselves. The aim is to create a comprehensive framework for different training measures, instead of regulating training provisions by means of sectoral decrees. Finally, an Adult Education Accreditation Board was set up under the 2001 Adult Education Act referred to above.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	–/n/–	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	<i>Qualifying degree</i>	*	Qualification + field of specialisation	(Δ) Variable duration

MALTA

The activities and organisation of the University of Malta are currently regulated by the **Act on Higher Education 1998**.

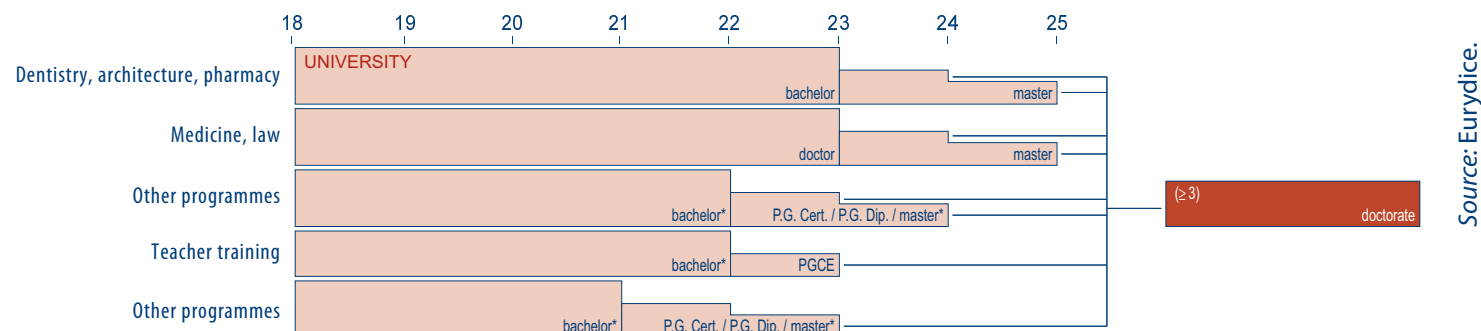
The degree structure based on **two main cycles** has been followed for many years (within a 4+1 framework). Master's programmes lasting one to one-and-a-half years after a Bachelor's degree are offered by the University of Malta in all disciplines.

The **European Credit Transfer System (ECTS)** is being implemented with effect from October 2003.

Pending the introduction of the **Diploma Supplement**, students receive a transcript of records.

As regards **quality assurance**, Malta participates in the **European Network for Quality Assurance in Higher Education (ENQA)** through the University of Malta **Quality Assurance Unit** set up in 1996.

Provision for **lifelong learning** with the award of higher education qualifications is offered in many evening and part-time day courses. Mature students over the age of 23 receive special consideration, with due regard for their qualifications and experience.



ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	-/n/- Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	Qualifying degree	* Qualification + field of specialisation	(Δ) Variable duration

P.G. CERT. Postgraduate Certificate | P.G. DIP. Postgraduate Diploma | PGCE Postgraduate Certificate of Education

POLAND

The establishment, organisation and activity of university-type higher education institutions in Poland are regulated by the 12 September 1990 **Act on Schools of Higher Education** (with further amendments). The professional higher education sector (*wyższe szkoły zawodowe*) is governed by the **Act on Higher Vocational Schools** of 26 June 1997 (with further amendments).

A degree system based on **two main cycles** has existed in Poland since 1990 when it became possible for university-type higher education institutions to offer three-year higher vocational studies leading to a **Bachelor's degree** (*licencjat, inżynier*), which could be followed by a **Master's degree**. The title *licencjat* was introduced by legislation in 1992. As institutions are autonomous, these courses have been introduced gradually over the last 10 years, but their development has been further encouraged by the Bologna Process. In 2002/03 they were already quite popular.

Although adoption of the **European Credit Transfer System (ECTS)** is not mandatory or as yet underpinned by legislation, it is gradually being introduced. Its implementation began under the Tempus (Phare) programme and is being continued under the Socrates (Erasmus) programme. So far, 120 higher education institutions have introduced ECTS at some of their faculties.

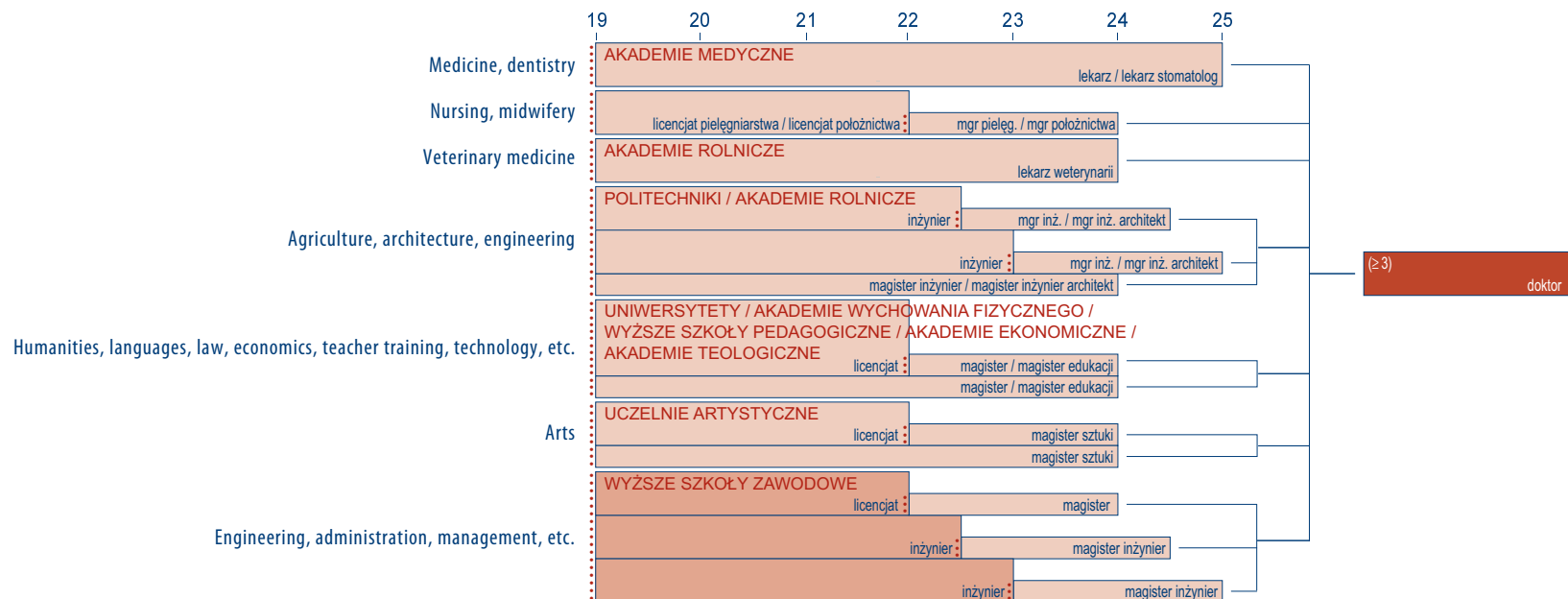
From 2004/05 onwards, the **Diploma Supplement** will be compulsorily annexed to all Polish higher education qualifications. It will contain full information on studies completed and the academic and vocational qualifications acquired. In 2002/03, a pilot project was implemented and related legislation is in hand. Until universal adoption of the Supplement, higher education institutions are obliged to issue it to students on request.

Since 1 January 2002, there have been moves to create a unified **national system for the accreditation of higher education institutions**. A State Accreditation Commission (*Państwowa Komisja Akredytacyjna*) has been established and has already started to control the quality of education in several institutions. **The General Council for Higher Education** is responsible for the definition of fields of study and the development of standards in education. These standards are implemented in accordance with a separate regulation by the Ministry of National Education and Sport.

Legislation dating from 1990 enables all higher education institutions to organise **lifelong learning** courses on an autonomous basis.

The Polish education system includes *kolegia nauczycielskie* that do not have the status of higher education institutions. After three years of study in these institutions, graduates are awarded a diploma (*dyplom*) but do not obtain the title of *licencjat*.

Graduates from higher vocational schools (*wyższe szkoły zawodowe*) can continue their studies in 2-year supplementary Master's degree courses.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	–/n/–	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

Mgr inż.	Magister inżynier	Mgr pielęgn.	Magister pielęgniarstwa
Mgr inż. architekt	Magister inżynier architekt	Mgr położnictwa	Magister położnictwa

ROMANIA

In Romania, several reforms linked to the **Bologna Process** have been launched since 1998. They are partly set out in three **ministerial orders** (Nos. 4822, 3659 and 3997) adopted in **1998, 2000** and **2002**, respectively, and in a **government decision** (No. 1011) of **2001**.

The degree structure based on **two main cycles** has not yet been implemented.

The Strategy for Romanian Higher Education for the period from 2002 to 2010 includes a reference to the need to achieve a clear structure in cycles and for equivalencies with the existing situation (a Bachelor's degree after 3-4 years, a Master's degree after 1-2 years and doctorates after 4 years). Even though the differences are minor and second-cycle courses (equivalent to Master's degrees) and doctorates have been reshaped since 1999, the major issue is that of the relevance and comparability of these qualifications in relation to European qualifications.

The idea of transferable credits was first discussed in 1996 as a result of the Socrates (Erasmus) programme. **ECTS** was introduced at the end of 1998 on the basis of ministerial order No. 4822 adopted in October 1998. It has nevertheless not been fully implemented. The Strategy for Romanian Higher Education for the period from 2002 to 2010 recommends that the Ministry of Education and Research should encourage private as well as state universities to implement ECTS, and identifies mechanisms for national compatibility assurance.

Following a request to improve the international transparency of degrees, ministerial order No. 3659 adopted in April 2000 introduced the **Diploma Supplement**. At present, however, it is issued only on request.

As regards **quality assurance**, Romania intends to become a member of the **European Network for Quality Assurance in Higher Education (ENQA)** although it does not currently take part in its activities. The official body in charge of evaluation is the Romanian National Council for Academic Assessment and Accreditation created in 1994. It is a member of the INQAAHE (International Network for Quality Assurance Agencies in Higher Education) and the CEE Network (Central and Eastern European Network of Quality Assurance Agencies in Higher Education). Ministerial order No. 3997 of 2002 has developed a methodology for more frequent periodic evaluation of higher education institutions.

A number of initiatives to support **lifelong learning** have been launched since 2000, particularly in conjunction with the Romanian mid-term development strategy. The strategy included a series of options regarding the future development of lifelong and distance learning. Under the above-mentioned government decision No. 1011, these measures came fully into effect with the organisation of open and distance learning courses leading to recognised university and post-university qualifications. The courses lasted no longer than 3 years but at least 1 year longer than the corresponding full-time day courses.

Besides arrangements linked to the Bologna Process, universities have been granted increased autonomy since 1997. Decentralisation and autonomy have been accompanied by strong concern that the whole higher education system should be fully consistent and function articulately. The Ministry of Education and Research thus devotes special attention to monitoring universities as regards the legal basis for their decisions, the administration of their funds and the quality of the education they provide.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	–/n/–	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	Qualifying degree	*	Qualification + field of specialisation	(Δ) Variable duration

SLOVENIA

In Slovenia, the legal basis for the higher education system is set out in the Constitution, which recognises the right of universities and other higher education institutions to act autonomously within the limits set by law (**Higher Education Act, 1993, Amendments 1999, 2001**).

A degree system based on **two main cycles** (undergraduate and postgraduate) has existed in the Slovenian higher education system since the 1960s. Two-year *magisterij* programmes have been introduced by law and are offered by faculties and academies in all disciplines. They build on degrees that require normally four, but in some cases also five or six years of study. The *magisterij* programmes are also regarded as a first step and prerequisite for doctoral studies. Indeed, since the 1993 Higher Education Act it has been possible to study for a doctorate in two ways: 1) by embarking on a four-year course after the first degree, and 2) by completing a two-year *magisterij* course and then two further years of doctoral study. Higher education institutions are currently starting to discuss the future structure of higher education in accordance with the proposed EU patterns. The equivalence between the *magisterij* and the Master's degree (Bachelor's/Master's European nomenclature) has not yet been confirmed in Slovenia.

In 1999/2000, application of the **European Credit Transfer System (ECTS)** became obligatory for certain programmes at some higher education institutions, for the purpose of promoting international comparability and facilitating mobility within the EU programmes that Slovenia entered in 1999.

With effect from 2002 (criteria of the Council for Higher Education) ECTS became obligatory for all new programmes.

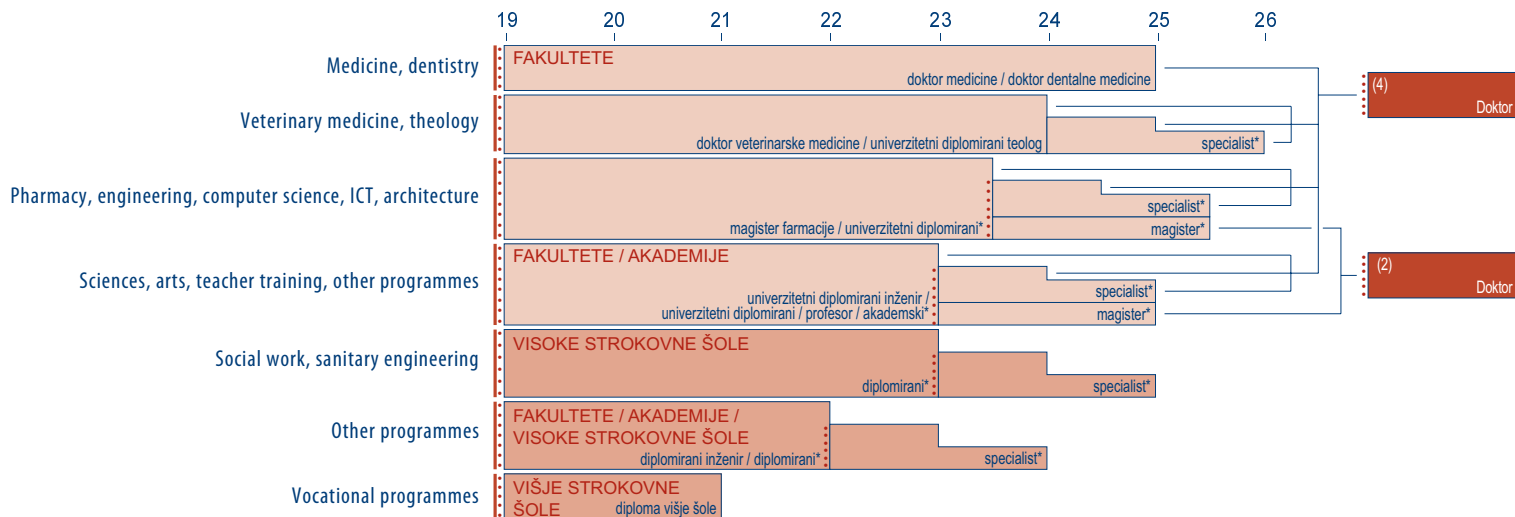
To improve international 'transparency' and facilitate academic and professional recognition of qualifications, a **Diploma Supplement** has been issued in Slovenia since the 2000/01 academic year.

In 1996 the Slovenian Higher Education Quality Assessment Commission was established. It regularly produces and publishes annual reports. The Commission is a member of the **CEE Network** (Central and Eastern European Network of Quality Assurance Agencies in Higher Education), and also participates in sessions of the **European Network for Quality Assurance in Higher Education (ENQA)**, although it is not yet a member of ENQA.

In Slovenia, no extra measures to support **lifelong learning** have been introduced recently. Yet continuing education and training courses offered by higher education institutions (including supplementary and refresher courses and in-service training for various professions) have existed in Slovenia since 1980. The increase in the number of part-time study placements in the last ten years or so reflects the importance that has always been attached to adult education in Slovenia. Furthermore, there has been an increase in the offer of post-secondary specialist vocational courses adapted to the needs of adult learners.

To broaden access to higher education and introduce uniform conditions of study for EU and Slovenian citizens, selection procedures were modified in 1999 (under the Higher Education Amendment Act).

In 2002, the National Assembly adopted the **Master Plan for Higher Education**. Its aim is to introduce measures that will make it easier to comply with the Bologna Declaration criteria (widespread introduction of ECTS, quality assurance measures, preparation of proposals for legislative changes to provide for shorter studies leading to the first degree). National working groups have been established and seminars are being organised to facilitate national discussion of the foregoing issues.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	–/n/–	Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	<i>Qualifying degree</i>	*	Qualification + field of specialisation	(Δ) Variable duration

SLOVAKIA

In Slovakia, the new **Higher Education Act** adopted in **April 2002** regulates arrangements associated with the **Bologna Process**.

The degree structure based on **two main cycles** has been implemented since 1996. In addition, the new Higher Education Act adopted in 2002 clearly distinguishes between Bachelor's, Master's and doctoral programmes. Bachelor's degrees are generally awarded after 3 or 4 years of study, while Master's degree courses may last between 1 and 3 years. There are three kinds of Master's degree, namely *magister*, *magister umenia* and *inžinier*. The former long-cycle programmes are gradually being phased out and incorporated into Master's courses. Programmes in theology, medicine and veterinary medicine will remain the only fields of study offered in the form of a single long course.

First steps towards the introduction of the **European Credit Transfer System (ECTS)** were taken in Tempus programme pilot projects from the beginning of the 1990s. However, ECTS was effectively introduced in 2002 under the new Higher Education Act referred to above and following a decree concerned with the credit system. ECTS is now compulsory in all higher education institutions.

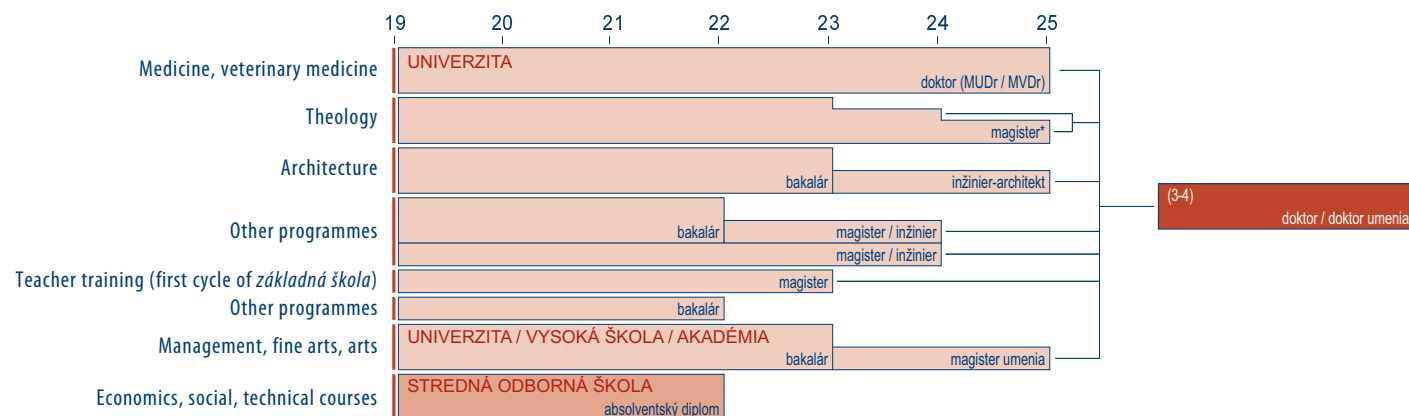
According to the same new Act, the **Diploma Supplement** is to be fully introduced by all higher education institutions. From the 2004/05 academic year, the Supplement will be issued to all graduates when they are awarded their qualifications.

As regards **quality assurance**, Slovakia has taken part since 1995 in the **European Network for Quality Assurance in Higher Education (ENQA)**, via its Accreditation Commission first established in 1990.

No specific measures to support **lifelong learning** have yet been adopted. Nevertheless, the development of policy in this area has been subject to intensive debate. In 2000, the Memorandum on Lifelong Learning was adopted and, in 2001, the Act on Further Education was amended so that courses provided under the Act could be accredited. Discussion and implementation of the Memorandum were organised in accordance with a European Commission recommendation.

Besides arrangements associated with the Bologna Process, higher education institutions were transformed into self-governing public, state and private institutions.

With effect from the 2003/04 academic year, there is also a change in the normal age of admission to higher education from 18 years to 19.



Source: Eurydice.

ISCED 5A (1st or 2nd programme)	ISCED 6 programme	Selection procedure at point of entry (national/regional level)	<i>Intermediate diploma</i>	–/n/– Compulsory work experience + its duration	(n) Duration of the programme (for ISCED 6 and further ISCED 5)
ISCED 5B (1st or 2nd programme)	Further qualification	Selection procedure at point of entry (institutional level)	Qualifying degree	* Qualification + field of specialisation	(Δ) Variable duration

MUDr Doktor medicíny | MVDr Doktor veterinárskej medicíny

GLOSSARY

Country codes

EU	European Union
B	Belgium
B fr	Belgium – French Community
B de	Belgium – German-speaking Community
B nl	Belgium – Flemish Community
DK	Denmark
D	Germany
EL	Greece
E	Spain
F	France
IRL	Ireland
I	Italy
L	Luxembourg
NL	Netherlands
A	Austria
P	Portugal
FIN	Finland
S	Sweden
UK	United Kingdom
UK (E/W)	England and Wales
UK (NI)	Northern Ireland
UK (SC)	Scotland

EFTA/EEA	The three countries of the European Free Trade Association which are members of the European Economic Area
IS	Iceland
LI	Liechtenstein
NO	Norway
Candidate countries	
BG	Bulgaria
CZ	Czech Republic
EE	Estonia
CY	Cyprus
LV	Latvia
LT	Lithuania
HU	Hungary
MT	Malta
PL	Poland
RO	Romania
SI	Slovenia
SK	Slovakia

Classification used: International Standard Classification of Education (ISCED 1997)

The international standard classification of education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables, namely levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and educational/employment market destination. The current version, ISCED 97 ⁽⁴⁾ distinguishes seven levels of education: ISCED 0, pre-primary education; ISCED 1, primary education; ISCED 2, lower secondary education; ISCED 3, upper secondary education; ISCED 4, post-secondary non-tertiary education; ISCED 5, tertiary education (first stage); ISCED 6, tertiary education (second stage).

ISCED 97 LEVELS COVERED BY THE PUBLICATION

ISCED 5: Tertiary education (first stage)

Entry to these programmes normally requires the successful completion of ISCED levels 3 or 4. ISCED level 5 includes tertiary programmes with an academic orientation (type A) which are largely theoretically based, and tertiary programmes with an occupational orientation (type B) which are typically shorter than type A programmes and geared for entry to the employment market.

ISCED 6: Tertiary education (second stage)

This level relates solely to tertiary studies leading to an advanced research qualification (Ph.D. or doctorate).

Terminology and other definitions

Diploma Supplement

The European Commission, the Council of Europe and UNESCO developed the Diploma Supplement in order to improve international transparency and facilitate academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.). The Supplement – attached to a higher education diploma – describes in the national language concerned and in English the nature, level, context, content and status of the studies that were pursued and successfully completed. The Diploma Supplement provides additional information on the national higher education system, in order to fit the qualification into the relevant educational context.

European Credit Transfer System (ECTS)

A credit system which provides a way of measuring and comparing learning achievements, and transferring them from one institution to another. The system was initially established under the Erasmus programme (1989-95). Since the introduction of the Institutional Contract in the Socrates (Erasmus) programme in 1997/98, all European universities have been able to take part in ECTS. As an effective instrument for creating curricular transparency and facilitating academic recognition, ECTS supports European-wide mobility. Transparency is created by providing detailed information on curricula and how they may count towards a degree. The main tools used to make ECTS work and facilitate academic recognition are the information package, the learning agreement and the transcript of records.

European Network for Quality Assurance in Higher Education (ENQA)

A European Network created in 1998 to circulate information, experience, good practice and new developments in the field of quality assessment and assurance in higher education among interested parties, including public authorities, higher education institutions and quality assurance agencies.

Final qualification

Qualification obtained on completion of a full course (with or without a final examination) which provides access to the employment market.

Intermediate qualification

Formal proof of satisfactory completion of the first 'cycle' of a full course, which is necessary to embark on the second cycle of that course. It is itself therefore neither a final qualification, nor meant to provide access to the employment market.

⁽⁴⁾ <http://unescostat.unesco.org/en/pub/pub0.htm>

Lifelong Learning

The final communiqué of the Bologna follow-up meeting in Prague in 2001 stressed the importance of 'Lifelong Learning' (LLL) as an essential element of the European Higher Education Area. An important condition for the implementation of LLL is the development of a fully consistent system of credits that provides for the evaluation and recognition of diplomas and certificates acquired at school, university or in the framework of work-based learning, so that qualifications can be transferred between schools, universities and the world of work.

Selection procedure

Any procedure or requirement over and above the possession of an upper secondary school leaving qualification, which is intended to limit the number of enrolments in higher education (e.g. an entrance examination, competitive examination, a *numerus clausus* or other type of selection arrangement). Applicants may be selected at national, regional or institutional level.

National abbreviations with terms in their language of origin

AEA	Attestation d'Études Approfondies	F
AHU	Année Hospitalo-Universitaire	F
Architecte DPLG	Architecte Diplômé Par Le Gouvernement	F
BA	BA-gráďa	IS
BA	Berufsakademie	D
Bc.	Bakalář	CZ
BcA.	Bakalář umění	CZ
BEEd	Bachelor of Education	IS
BFA	BFA-gráďa	IS
BMus	BMus-gráďa	IS
BPh.IsI	Baccalaureus Philologiae Islandicae	IS
BS	BS-gráďa	IS
BSc	Bachelor of Science	DK
BTS	Brevet de Technicien Supérieur	F
Cand. Arch.	Candidatus architecturae	DK
Cand. Med.	Candidatus medicinae	DK

Cand. med. Vet.	Candidatus medicinae veterinariae	DK
Cand. Pharm.	Candidatus pharmaciae	DK
CEAA	Certificat d'Études Approfondies en Architecture	F
CertHE	Certificate of Higher Education	UK
CPGE	Classes Préparatoires aux Grandes Écoles	F
DE	Diplôme d'État	F
DEA	Diplôme d'Études Approfondies	B fr, F
DEC	Diplôme d'Études Complémentaires	B fr
DES	Diplôme d'Études Spécialisées	B fr, F
DESS	Diplôme d'Études Supérieures Spécialisées	B fr, F
DEUG	Diplôme d'Études Universitaires Générales	F
DEUST	Diplôme d'Études Universitaires Scientifiques et Techniques	F
DF2CEM	Diplôme de fin de deuxième cycle des études médicales	F
DipHE	Diploma of Higher Education	UK
DiS.	Diplomovaný specialista	CZ
DNTS	Diplôme National de Technologie Spécialisée	F
Dr. phil.	Doktor philosophiae	DK
Dr. polit.	Doctor politicarum	DK
Dr. scient.	Doctor scientiarum	DK
Dr. théol.	Doctor theologiae	DK
DRT	Diplôme de Recherche Technologique	F
DUT	Diplôme Universitaire de Technologie	F
FD	Foundation Degree	UK (E/W/NI)
FH	Fachhochschule	D, A
GRAD. CERT.	Graduate Certificate	UK
GRAD. DIP.	Graduate Diploma	UK
HNC	Higher National Certificate	UK
HND	Higher National Diploma	UK
Ing.	Inženýr	CZ
Ing. arch.	Inženýr architect	CZ
IUP	Institut Universitaire Professionnalisé	F

IUT	<i>Institut Universitaire de Technologie</i>	F
JUDr.	<i>Doktor práv</i>	CZ
MA	<i>Master of Arts/Magister artium</i>	IS
MBA	<i>Master of Business Administration</i>	IS
Med	<i>Master of Education</i>	IS
MgA.	<i>Magistr umění</i>	CZ
Mgr inž.	<i>Magister inženýr</i>	PL
Mgr inž. architekt	<i>Magister inženýr architekt</i>	PL
Mgr pielęg.	<i>Magister pielęgniarstwa</i>	PL
Mgr położnictwa	<i>Magister położnictwa</i>	PL
Mgr.	<i>Magistr</i>	CZ
MPA	<i>Master of Public Administration</i>	IS
MPaed.	<i>Magister Paedagogiae</i>	IS
MS	<i>Master of Science/Magister Scientiarum</i>	IS
MSW	<i>Master of Social Works</i>	IS
MUDr	<i>Doktor medicíny</i>	SK
MUDr.	<i>Doktor medicíny</i>	CZ
MVDr	<i>Doktor veterinárskej medicíny</i>	SK
MVDr.	<i>Doktor veterinární medicíny</i>	CZ
P.G. CERT.	<i>Postgraduate Certificate</i>	IRL, UK, MT
P.G. DIP.	<i>Postgraduate Diploma</i>	IRL, UK, MT
PGCE	<i>Postgraduate Certificate of Education</i>	MT
Ph.D	<i>Doktor philosophiae/Philosophiae Doktor</i>	DK, NO

Ph.D.	<i>Doktor</i>	CZ
PharmDr.	<i>Doktor farmacie</i>	CZ
PhDr.	<i>Doktor filosofie</i>	CZ
Pk	<i>Profesinė kvalifikacija</i>	LT
RNDr.	<i>Doktor přírodních věd</i>	CZ
STS	<i>Section de Techniciens Supérieurs</i>	F
TEI	<i>Technologigo Ekpaideftiko Idryma</i>	EL
Th.D.	<i>Doktor teologie</i>	CZ
ThDr.	<i>Doktor teologie</i>	CZ
ThLic.	<i>Licenciát teologie</i>	CZ

International abbreviations

ECTS	European Credit Transfer System
EHEA	European Higher Education Area
ENIC Network	European Network of Information Centres
ENQA	European Network for Quality Assurance in Higher Education
EUA	European University Association
ISCED	International Standard Classification for Education
NARIC	National Academic Recognition Information Centres



REFERENCES

Publications on the Bologna Process

The Bologna Declaration of 19 June 1999 on the European Space for higher education. Joint declaration of the European Ministers of Education. An explanation.

<<http://www.europa.eu.int/comm/education/programmes/socrates/erasmus/guide/bologna.pdf>>

Council of Europe. UNESCO. Convention on the recognition of qualifications concerning higher education in the European region. *The European Treaty Series*, No. 165. Strasbourg: Council of Europe, 1997.

<<http://conventions.coe.int/Treaty/EN/cadreprincipal.htm>>

European Commission. Directorate-General for Education and Culture. *From Prague to Berlin. The EU contribution. Progress report*. Brussels: European Commission, 2002.

European Commission. Directorate-General for Education and Culture. *From Prague to Berlin. The EU contribution. Second progress report*. Brussels: European Commission, 2003.

European Commission. Directorate-General for Education and Culture. European University Association (EUA); Tauch, Chr.; Rauhvargers, A. *Survey on Master Degrees and Joint Degrees in Europe*. Brussels: EUA, 2002.

<http://www.unige.ch/eua/En/Publications/Survey_Master_Joint_degrees.pdf>

European Commission. Directorate-General for Education and Culture. European University Association (EUA); Reichert, S.; Tauch, Chr. *Trends in Learning Structures in European Higher Education III*. EUA Graz Convention, 29/31 May 2003.

<http://www.unige.ch/eua/En/Publications/Graz/Grazdoc/Trends3_Graz_presentation.ppt>

Loutrier, P. *Furthering the Bologna Process. Report to the Ministers of Education of the signatory countries*. Prague, May 2001.

<http://www.bologna-berlin2003.de/pdf/Loutrier_report.pdf>

Message from the Salamanca Convention of European higher education institutions. Shaping the European Higher Education Area.

<http://www.bologna-berlin2003.de/pdf/salamanca_convention.pdf>

National Board of Education; Haug, G.; Tauch, Chr. *Trends in Learning Structures in Higher Education (II)*. Follow-up Report prepared for the Salamanca and Prague Conferences of March/May 2001. Helsinki: National Board of Education, 2001.

<<http://www.oph.fi/publications/trends2/trends2.html>>

Sorbonne Joint Declaration on harmonisation of the architecture of the European higher education system. By the four Ministers in charge for France, Germany, Italy and the United Kingdom.

<http://www.bologna-berlin2003.de/pdf/Sorbonne_declaration.pdf>

Towards the European Higher Education Area. Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on 19 May 2001.

<<http://www.europa.eu.int/comm/education/prague.pdf>>

Zgaga, P. *Bologna Process between Prague and Berlin. Report to the Ministers of Education of the signatory countries*. Berlin, September 2003.

Publications on Higher Education

European Commission. Directorate-General for Education and Culture. *The role of the universities in the Europe of knowledge, COM (2003) 58 final*. Communication from the Commission. Brussels: European Commission, 2003.

<http://europa.eu.int/eur-lex/en/com/cnc/2003/com2003_0058en01.pdf>

European Commission. Directorate-General for Education and Culture. Eurydice. European Glossary on Education, Volume 1: Examinations, qualifications and titles. *Ready Reference*. Brussels: Eurydice, 1999.

<<http://www.eurydice.org/Documents/Glossary/EN/FrameSet.htm>>

European Commission. Directorate-General for Education and Culture. Eurydice. European Glossary on Education, Volume 2: Educational Institutions. *Ready Reference*. Brussels: Eurydice, 2000.

<<http://www.eurydice.org/Documents/Glo2/En/FrameSet.htm>>

European Commission. Directorate-General for Education and Culture. Eurydice. Two decades of reform in higher education in Europe: 1980 onwards. *Eurydice Studies*. Brussels: Eurydice, 2000.

<<http://www.eurydice.org/Documents/ref20/en/FrameSet.htm>>

Eurydice. *Eurybase: Database on education systems in Europe* (Chapter 6 on Higher education).

<http://www.eurydice.org/Eurybase/frameset_eurybase.html>

Haug, G.; Tauch, Chr. *Towards the European higher education area: survey of main reforms from Bologna to Prague*.

<http://www.unige.ch/eua/En/Activities/Bologna/General_Assembly/Trends2-execsum.pdf>

Websites

Berlin Summit on Higher education. *Bologna follow-up Conference of European Ministers of Higher Education on 18-19 September 2003.*

<<http://www.bologna-berlin2003.de/>>

ECTS – European Credit Transfer System.

<http://europa.eu.int/comm/education/programmes/socrates/ects_en.html>

European Network of Information Centres (ENIC). National Academic Recognition Information Centres (NARIC).

<<http://www.enic-naric.net/>>

European University Association (EUA).

<<http://www.unige.ch/eua/>>

The National Union of Students in Europe (ESIB).

<<http://www.esib.org/>>

Network of National Academic Recognition Information Centres (NARIC) in the EU Member States.

<http://www.europa.eu.int/comm/education/programmes/socrates/agenar_en.html>

ACKNOWLEDGEMENTS

EURYDICE NETWORK

EURYDICE EUROPEAN UNIT

Avenue Louise 240
B-1050 Brussels
(<http://www.eurydice.org>)

Coordination of the study

Arlette Delhaxhe

Authors

Stéphanie Oberheidt, Renata Kosinska

Layout and graphics

Patrice Brel

Translation and proof-reading

Brian Frost-Smith

Technical assistance

Gisèle De Lel

Secretarial support

Helga Stammherr

NATIONAL UNITS OF EURYDICE

BĀLGARIJA

Eurydice Unit
Equivalence & Information Centre
International Relations Department
Ministry of Education and Science
2A, Kniaz Dondukov Bld
1000 Sofia
Contribution of the Unit: Joint responsibility; ENIC/NARIC; Policy in Higher Education Department of the Ministry of Education and Science

BELGIQUE / BELGIË

Unité francophone d'Eurydice
Ministère de la Communauté française
Direction des Relations internationales
Boulevard Léopold II, 44 – Bureau 6A/002
1080 Bruxelles
Contribution of the Unit: Joint responsibility; Anne-Sophie Colson (Service général de l'enseignement universitaire et de la recherche scientifique); Chantal Kaufmann (NARIC)

Vlaamse Eurydice-Eenheid
Ministerie van de Vlaamse Gemeenschap
Departement Onderwijs
Afdeling Beleidscoördinatie
Hendrik Consciencegebouw 5C11
Koning Albert II - laan 15
1210 Brussel
Contribution of the Unit: Joint responsibility; NARIC-Vlaanderen

Agentur Eurydice
Agentur für Europäische Bildungsprogramme
Ministerium der Deutschsprachigen Gemeinschaft
Gospertstraße 1
4700 Eupen
Contribution of the Unit: Leonhard Schiffllers

ČESKÁ REPUBLIKA

Eurydice Unit
Institute for Information on Education
Senovážné nám. 26
P.O. Box č.1
110 06 Praha 06
Contribution of the Unit: Helena Pavlíková, Věra Štátná; Štěpánka Skuhrová (ENIC/NARIC) (Centre for Higher Education Studies)

DANMARK

Eurydice's Informationskontor i Danmark
Institutionsstyrelsen
Undervisningsministeriet
Frederiksholms Kanal 21
1220 København K
Contribution of the Unit: Joint responsibility

DEUTSCHLAND

Eurydice-Informationsstelle beim
Bundesministerium für Bildung und Forschung
Referat 112 – Übergreifende Fragen EU; Bildungspolitische Zusammenarbeit
Hannoversche Strasse 28-30
11055 Berlin

Eurydice-Informationsstelle der Länder
im Sekretariat der Kultusministerkonferenz
Lennéstrasse 6
53113 Bonn
Contribution of the Unit: Gerdi Jonen, Brigitte Lohmar

EESTI

Eurydice Unit
Estonian Ministry of Education and Research
Tallinn Office
Tõnismägi St. 11
15192 Tallinn
Contribution of the Unit: Kersti Kaldma; Annika Tina (Research and Higher Education Department, Ministry of Education and Research)

ELLADA

Eurydice Unit
Ministry of National Education and Religious Affairs
Direction CEE / Section C
Mitropoleos 15
10185 Athens
Contribution of the Unit: Antigoni Faragoulitaki, Anastasia Liapi

ESPAÑA

Unidad Española de Eurydice
Ministerio de Educación, Cultura y Deporte
CIDE – Centro de Investigación y Documentación Educativa (MECD)
c/General Oraá 55
28006 Madrid
Contribution of the Unit: Joint responsibility with the NARIC

FRANCE

Unité d'Eurydice
Ministère de la Jeunesse, de l'Éducation nationale et de la Recherche
Direction des affaires internationales et de la coopération
Centre de ressources pour l'information internationale et l'accueil des personnalités étrangères
Rue de Grenelle 110
75357 Paris
Contribution of the Unit: Thierry Damour with the cooperation of Hélène Lagier (Ministry of Education)

IRELAND

Eurydice Unit
Department of Education and Science
International Section
Marlborough Street
Dublin 1
Contribution of the Unit: Joint responsibility

ÍSLAND

Eurydice Unit
Ministry of Education, Science and Culture
Division of Evaluation and Supervision
Sölvhólgata 4
150 Reykjavík
Contribution of the Unit: Joint responsibility

ITALIA

Unità di Eurydice
Ministero dell'Istruzione, dell'Università e della Ricerca
c/o INDIRE
Via M. Buonarroti 10
50122 Firenze
Contribution of the Unit: Alessandra Mochi, Silvia Vecchi

KYPROS

Eurydice Unit
Ministry of Education and Culture
Kimonos and Thoukydidou
1434 Nicosia
Contribution of the Unit: Koula Afrodisi

LATVIJA

Eurydice Unit
Ministry of Education and Science
Department of European Integration and Coordination of International Assistance Programmes
Valnu 2
1050 Riga
Contribution of the Unit: Aija Lejas-Sausa; Andrejs Rauhvargers (ENIC/NARIC)

LIECHTENSTEIN

Eurydice-Informationsstelle
Schulamnt
Austrasse 79
9490 Vaduz

LIETUVA

Eurydice Unit
Ministry of Education and Science
A. Volano 2/7
2691 Vilnius
Contribution of the Unit: Joint responsibility

LUXEMBOURG

Unité d'Eurydice
Ministère de la Culture, de l'Enseignement supérieur et de la Recherche (CEDIES)
Route d'Esch 211
1471 Luxembourg
Contribution of the Unit: Raymond Harsch

MAGYARORSZÁG

Eurydice Unit
Ministry of Education
Szalay u. 10-14
1054 Budapest
Contribution of the Unit: Katalin Zoltán

MALTA

Eurydice Unit
Education Officer (Statistics)
Department of Planning and Development
Education Division
Floriana CMR 02
Contribution of the Unit: Raymond Camilleri; J. Bartolo (University of Malta)

NEDERLAND

Eurydice Eenheid Nederland
Ministerie van Onderwijs, Cultuur en Wetenschappen
Facilitair Bedrijf/IPC5300/02.028
Postbus 16375
2500 BJ Den Haag
Contribution of the Unit: Joint responsibility

NORGE

Eurydice Unit
Ministry of Education and Research
Department for Policy Analysis and International Affairs
Akersgaten 44
0032 Oslo
Contribution of the Unit: Joint responsibility

ÖSTERREICH

Eurydice-Informationsstelle
Bundesministerium für Bildung, Wissenschaft und Kultur – Abt. I/6b
Minoritenplatz 5
1014 Wien
Contribution of the Unit: Joint responsibility Eurydice and NARIC Units

POLSKA

Eurydice Unit
Foundation for the Development of the Education System
Socrates Agency
Mokotowska 43
00-551 Warszawa
Contribution of the Unit: Anna Smoczynska (in co-operation with the experts from the Ministry of National Education and Sport)

PORTUGAL

Unidade de Eurydice
Ministério da Educação
Departamento de Avaliação, Prospectiva e Planeamento (DAPP)
Av. 24 de Julho 134
1350 Lisboa
Contribution of the Unit: Ana Machado de Araújo, Maria Luisa Maia; Manuela Paiva (NARIC), Suzete Mourão (NARIC), Hamilton Costa (NARIC) (Direcção Geral do Ensino Superior)

ROMÂNIA

Eurydice Unit
Socrates National Agency
1 Schitu Măgureanu – 2nd Floor
70626 Bucharest
Contribution of the Unit: Joint responsibility

SLOVENIJA

Eurydice Programme Supervisory Body
Ministry of Education, Science and Sport
Office for School Education of the Republic of Slovenia
Trubarjeva 5
1000 Ljubljana
Contribution of the Unit: Joint responsibility

SLOVENSKÁ REPUBLIKA

Eurydice Unit
Slovak Academic Association for International Cooperation
Socrates National Agency
Staré grunty 52
842 44 Bratislava
Contribution of the Unit: Marta Ivanova; Maria Hrabinska (NARIC)

SUOMI / FINLAND

Eurydice Finland
National Board of Education
Hakaniemenkatu 2
00530 Helsinki
Contribution of the Unit: Joint responsibility (between the Eurydice Unit and the Ministry of Education)

SVERIGE

Eurydice Unit
Ministry of Education and Science
Drottninggatan 16
103 33 Stockholm
Contribution of the Unit: Joint responsibility

UNITED KINGDOM

Eurydice Unit for England, Wales and Northern Ireland
National Foundation for Educational Research (NFER)
The Mere, Upton Park
Slough, Berkshire SL1 2DQ
Contribution of the Unit: Sigrid Boyd

Eurydice Unit Scotland
Scottish Executive Education Department (SEED)
International Relations Unit
Information, Analysis & Communication Division
Area 1 – B South / Mailpoint 25
Victoria Quay
Edinburgh EH6 6QQ
Contribution of the Unit: Jeff Maguire

Focus on the Structure of Higher Education in Europe – 2003/04: National Trends in the Bologna Process.

Eurydice

Brussels: Eurydice

2003 - 92 p.

ISBN 2-87116-361-8

Descriptors: Higher education, University studies, Curriculum, Certificate, University, Educational institution, Branch of study, Duration of studies, Entrance examination, Admission requirements, Educational reform, Cyprus, Malta, EFTA, Central and Eastern Europe, European Union

